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ABSTRACT

The National Advisory Committee on Black Higher Education and Black Colleges and Universities was established as part of an effort to effectively administer federal programs for equity in educational opportunity. Its charter requires the examination of all approaches to higher education for Black Americans and the needs of historically Black institutions. In this annual report an overview is given of the committee: its purpose, functions, membership, meetings, and special activities. Highlighted in the report is the research the committee has commissioned: 16 studies are briefly outlined. In a brief description of the committee's plan of action, five major goals are outlined, including (1) access (increasing participation); (2) opportunities for success (quality improvements); (3) opportunity/options (institutional diversity); (4) national program objectives and system supports for research and needs assessment; and (5) development of a 25-year plan. Appended are lists of committee members and staff, the committee charter, a list of historically Black colleges and universities, a list of predominantly Black colleges, a list of commissioned research, and copies of official committee correspondence. (MSE)

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THIRD ANNUAL REPORT

CALENDAR YEAR 1979

JUNE 1980

OVERVIEW OF COMMITTEE RESEARCH

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES

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UNITED STATES DEPARTMENT OF EDUCATION

NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

June 30, 1980

Honorable Walter F. Mondale
President of the Senate
Washington, D.C.

Dear Mr. President:

I am pleased to transmit herewith the Third Annual Report of the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

Calendar year 1979 was an action filled 12-month period as the Committee stretched its resources to respond to the myriad of issues and events which surfaced that influence trends in the area of higher education. It was a year in which every change needed to be monitored to try to head off any lessening of the Nation's commitment to actual equity in higher education.

It was a year marked by particular attention to proposals related to the reauthorization of the Higher Education Act and to plans for the establishment of a U. S. Education Department. The Committee not only diligently pursued its explicit Charter functions but also gave attention to its implied mandate by forwarding recommendations, proposals, and resolutions on those seminal issues which impact on the efforts of Black Americans to reach their highest educational goals. Some of the most significant issues which the Committee addressed were the relationship between the historically Black colleges and the reauthorization of Title III of the Higher Education Act; the potential effects of proposed changes in the Federal student financial aid programs on Black students; and the proposed structure of the new Education Department and the recommendation that it house an Office of Policy Analysis and Development Related to the Education of Black Americans.

In response to specific Charter functions, three detailed research reports were issued and work continued on the remaining subject areas.

The Committee members are grateful for the circumstances which allowed them to focus on the advancement and progress of Black Americans in higher education, to enumerate those steps which might be taken to prevent any retardation of this progress, and to recommend actions which will contribute to the acceleration of equality in higher education.

Sincerely,

Elias Blake, Jr.
Chairperson



UNITED STATES DEPARTMENT OF EDUCATION

NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

June 30, 1980

Honorable Thomas P. O'Neill, Jr.
Speaker of the House of Representatives
Washington, D.C.

Dear Mr. Speaker:

I am pleased to transmit herewith the Third Annual Report of the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

Calendar year 1979 was an action filled 12-month period as the Committee stretched its resources to respond to the myriad of issues and events which surfaced that influence trends in the area of higher education. It was a year in which every change needed to be monitored to try to head off any lessening of the Nation's commitment to actual equity in higher education.

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Sincerely,

Elias Blake, Jr.
Chairperson



UNITED STATES DEPARTMENT OF EDUCATION

NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

June 30, 1980

Honorable Shirley Hufstadler
Secretary
U. S. Education Department
Washington, D.C. 20202

Dear Madam Secretary:

I am pleased to transmit herewith the Third Annual Report of the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

Calendar year 1979 was an action filled 12-month period as the Committee stretched its resources to respond to the myriad of issues and events which surfaced that influence trends in the area of higher education. It was a year in which every change needed to be monitored to try to head off any lessening of the Nation's commitment to actual equity in higher education.

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Sincerely,

Elias Blake, Jr.

Elias Blake, Jr.
Chairperson

INTRODUCTION

The establishment of this Committee is commensurate with the general practice of the Federal Government to seek the advice and recommendations of persons with expertise in specific areas in order to effectively administer federal programs. The long advocacy by persons interested in achieving equity in higher education for Black Americans and in enhancing the historically Black colleges and universities culminated in the establishment of the National Advisory Committee on Black Higher Education and Black Colleges and Universities in December 1976. The Committee's Charter requires the examination of all approaches to the higher education of Black Americans as well as the needs of the historically Black colleges and universities. On the basis of such study the Committee is then to make recommendations to the Secretary of Health, Education and Welfare in 12 specific areas (for a list of the areas, see the Charter in Appendix C).

In its initial Annual Report, "Higher Education Equity: The Crisis of Appearance Versus Reality," the Committee sought to clearly define the degree and type of progress which Black Americans have made in terms of higher education. In that report, access to higher education is viewed as more than initial entry to a postsecondary institution, but also the logical progression following access--choice of field of study and institution of higher education, completion of undergraduate training, and the potential to continue on for graduate and professional study or entry into the job market as a qualified professional employee.

Highlighted in this Annual Report is an overview of the research which the Committee has commissioned. These commissioned papers are supplemented by extensive staff research and analysis.

Prior to the issuance of its recommendations, the Committee is reviewing and analyzing all pertinent socio-economic and educational data on Blacks in higher education so that it may recommend what types of activities or tasks must be accomplished and the policies that should be developed by the Federal Government. Also, but to a lesser degree, recommendations are directed to State and local governments and to other educational entities impacting colleges and universities, in order to advance greater equity for Blacks in higher education.

THE COMMITTEE -- ITS FUNCTIONS AND ACTIVITIES

The National Advisory Committee on Black Higher Education and Black Colleges and Universities was established in December, 1976, for a period of two years and the first committee meeting was convened in September, 1977. Because the difficulties in receiving both staff and financial resources hindered the research activities which were to be the base of its recommendations, the Committee's Charter was extended to December 22, 1979. Since its inception, the lack of concurrent provisions of personnel and financial resources and the time lapse between authorization and actual availability of resources have impeded the Committee's work. As a result, the Committee was extended again to June 30, 1980 to afford adequate time to meet Charter objectives and to give the Secretary of the new U. S. Education Department the opportunity to examine the Committee's relationship to the Education Department and to make a decision about its future.

In the 1979 Calendar Year, the Committee functioned with only 14 of its required 15-person membership. The membership included 6 persons who were either college presidents or State university chancellors (5 of whom are presidents of historically Black colleges) and representation from foundations, business, and the community. The term of office of each of the original members was extended to coincide with the new life of the Charter. The Chairperson is appointed by the Secretary.

Notices of all meetings are published in the Federal Register. In addition advance notification is also sent to constituency groups historically associated with Black aspirations and organizations and associations in the larger community with a history of involvement on behalf of Black Americans. All meetings are open to the public and are well attended by persons from all over the Nation.

The Committee believes that through its deliberations, reports, recommendations, and provision of a public forum to allow for full community input that the higher education of Black Americans will be improved and that the historically Black colleges and universities will not only be preserved but enhanced.

Purpose and Functions

The Secretary of Education has the responsibility (held by the Secretary of Health, Education, and Welfare in 1979) for the administration of various higher education and civil rights programs mandated by statutes. Administration of these programs involves a setting of priorities and an understanding of interlocking social, political, and economic complexities affecting not only the general population, but particular segments of society. Thus, the Secretary requires the advice and recommendations of persons knowledgeable of the impact of the mandated programs on the higher education of Black Americans in order to fulfill her responsibilities effectively. It is for this reason that the National Advisory Committee on Black Higher Education and Black Colleges and Universities continues to exist to examine all approaches to the higher education of Black Americans, as well as the needs of the historically Black colleges and universities, and to provide advice to the Secretary of Education. In particular, the Committee is to advise and make recommendations in the following areas:

- "(1) in the identification of the several courses of action to raise substantially the participation of blacks in all forms of productive postsecondary education;
- (2) in the development of alternatives sensitive to the special needs, deprivations, and aspirations of black youths;
- (3) in the analysis of and planning for the future role and healthy development of the historically black colleges and their relationship to expanding the numbers of blacks enrolled in higher education nationally and regionally;

"(4) in the development of a research base to support the definition of equity, the expansion of existing research, and the commissioning of original empirical research;

(5) in the stimulation and encouragement of more scholarship and research by blacks on questions of public policy relating to the educational needs of blacks and the promotion of these results at the Federal, regional, and State levels;

(6) in the evaluation and monitoring of the impact of Federal, regional, or State efforts in the public and private sectors in improving the status of blacks in higher education;

(7) in the evaluation and monitoring of current and developing Federal, regional, or State policies designed to equalize educational opportunities for blacks and improve access for larger numbers of blacks in higher education;

(8) in the development of approaches to the financing of the neediest students and the institutions with the heaviest concentrations of blacks;

(9) in the development of means to increase access, retention, and graduation of blacks from institutions of higher education;

(10) in the development of alternative ways of increasing the numbers of blacks entering and completing graduate and professional degree programs;

(11) in recommending a twenty-five year plan for increasing the quality of black higher education and the numbers of black Americans able to participate more fully in American society because they have successfully completed such education;

(12) in the assessment of the resultant implementation of policy decisions and recommendations."

In order to provide a setting for the meetings commensurate with its deliberations and to afford for a wider spectrum of public participation, the Committee held two (2) of its quarterly meetings outside of Washington on the campuses of historically Black colleges. Listed below are the dates and locations of each of the meetings convened in 1979:

March 5 & 6
Dillard University
International Room, Dent Hall
2601 Gentilly Boulevard
New Orleans, Louisiana

June 4 & 5
Tuskegee Institute
Martin Luther King Room
of Tuskegee Chapel
Tuskegee Institute, Alabama

September 10 & 11
Holiday Inn of Silver Spring
Plaza Ballroom
8777 Georgia Avenue
Silver Spring, Maryland

December 16 - 18
The Conservatory
The Washington Hilton Hotel
1919 Connecticut Avenue, N.W.
Washington, D.C. 20009

During the year the Committee forwarded recommendations, proposals, and resolutions on a host of legislative, program, and policy issues which impact on Black Americans and the historically Black colleges and universities. The Committee looked at issues from the cutting edge of what the Committee believed would benefit low-income students and the class of institutions which enroll significant proportions of low-income students, because any educational program which benefits the population at the lowest economic level will prove beneficial to Blacks.

With regard to the reauthorization of the Higher Education Act, the Committee forwarded specific recommendations for the following selected titles of the Act:

1. Title IV - Student Financial Assistance Programs
2. Title IX - The Graduate and Professional Opportunities Programs (for Minorities and Women)
3. Title IV-A - Subpart 4 - TRIO Programs
4. Title III - Developing Institutions Program

Resolutions were passed and forwarded which recommended that:

- 1) Title III of the Higher Education Act be made explicitly for the benefit of Black colleges and universities; and
- 2) A waiver be granted the Committee on the rule that all units obligate all procurement funds by May 31, 1979.

The Committee believes that the new U. S. Education Department should house a working policy analysis unit related to the educational issues of concern to Black Americans and Black colleges and universities and that such a unit should be located at the upper organizational structure of the Department. Consequently, in a letter to the HEW Assistant Secretary for Education, it was proposed that:

within the new Department, there should be an Office of Policy Analysis and Development Related to the Education of Black Americans.

Finally, at the last meeting of the year, the Committee presented a Proclamation to Former HEW Assistant Secretary for Education Dr. Mary F. Berry in recognition of her outstanding service in the Department and to the Committee from 1977 to 1979.

In addition, the Committee requested and was granted an extension of its Charter. On December 11, 1979, HEW Secretary Patricia Roberts Harris signed a Notice of Renewal, extending the Committee to June 30, 1980. This Renewal provided for continuity of the Committee until such time as the new Secretary of Education could make a determination regarding its future.

The Committee's views on each of the above issues were made known in correspondence to the Secretary, the Assistant Secretary for Education, the Commissioner of Education, or to the appropriate program administrator. Copies of the letters and the responses are shown in Appendix G.

Committee Membership

The Committee is appointed by the Secretary and is governed by Part D of the General Education Provisions Act and the Federal Advisory Committee Act which set forth the standards for the formation and use of advisory committees.

As required by the Charter, the Committee includes persons knowledgeable about the higher education of Black Americans; the historically Black colleges and universities; and the economic, educational, societal, and political realities in which public policy is made. Membership in 1979 included presidents of five historically Black four-year colleges; the chancellor of a State University system; the chancellor of a large, urban community college system; and representation from the business, foundation and research communities. They are from the Southern, Eastern, Midwestern, and Southwestern regions of the United States, from predominantly Black and predominantly white groups, and bring to the Committee a variety of perspectives regarding the issues before the Committee. A list of the names and business addresses of the members is given in Appendix A.

Meetings

The Committee is required to meet not less than four times each year with advance approval of the agency head or a designee, generally the Program Delegate to the Committee. All sessions are open to the public with notice of all meetings appearing in the Federal Register. In addition to this notice, prior to each meeting, an announcement is sent to almost 700 organizations, institutions, foundations, and individuals with a history of involvement on behalf of Black Americans in general and Blacks in higher education in particular.

Summary of Committee's Discussions and Special Activities

During 1979, a significant amount of the Committee's time was spent in carrying out its Plan of Action to respond to the Charter functions. Unfortunately, an inordinate amount of time was also consumed in securing and maintaining the staff and financial resources necessary to respond to its Charter.

The Committee undertook its mandate by planning for the production of research reports and analyses of data which would substantiate the recommendations it planned to make. Its intention was to become more than a talking group and therefore engaged in substantive activities which would form a base for future recommendations. It was for that reason that adequate staffing was so critical to its work, and the delays in receiving both the staff and financial resources hindered these activities. The following is a chronology of significant events during the year.

CHRONOLOGY OF EVENTS IN 1979

- 3/5-6 Ninth meeting of Committee (Dillard University, New Orleans, Louisiana)
- 4/18 Initial recommendations forwarded to HEW on reauthorization of selected programs of the Higher Education Act of 1965
- 4/23 Staff relocated to new quarters
- 6/1 Requested exception to deadline for submission of contract work statements
- 6/1 Staffing concerns of the Committee outlined to the Executive Deputy Commissioner
- 6/4-5 Tenth meeting of Committee (Tuskegee Institute, Alabama)
Resolutions passed on
 - a. HBC's and Title III of HEA
 - b. Exemption requested regarding spending for FY'79
- 6/15 Transmittal to HEW of the Committee's first major research report: "Access of Black Americans to Higher Education: How Open is the Door?" with accompanying recommendations.

6/19 Resolutions passed on Title III at 6/4 meeting forwarded to HEW and OE

6/28 Response to 6/1 request for continued staffing

7/30 Response to resolution passed at June meeting regarding Title III and acknowledgement of the Access report

9/10-11 Eleventh meeting of Committee

9/26 Letter to HEW-Assistant Secretary for Education regarding future foci of Committee

11/5 Revised recommendations on reauthorization of Higher Education Act of 1965 forwarded to HEW

11/5 Recommended an Office of Policy Analysis and Development Related to the Education of Black Americans within the new Department of Education

11/9 Transmitted two Reports to the Secretary

1. Second Annual Report, 1978
2. "Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education"

12/5 Requested extension of Committee staff for six months beyond 12/22/79

12/11 HEW Secretary Patricia Roberts Harris extended Committee Charter to June 30, 1980

12/16-18 Twelfth meeting of the Committee

12/18 Proclamation to Dr. Mary F. Berry from the Committee

To gain complete information on many of the above issues, the Committee invited a number of persons from the Federal government, research agencies, and the general community to speak to current and proposed legislative and policy matters and heard testimony from college administrators and representatives of educational and community groups. Also, the staff was directed to prepare extensive background papers.

The Committee was especially gratified with the public interest in its activities as exemplified by the impressive public attendance at the quarterly meetings, the mounting number of requests for copies of its already published and forthcoming reports, public participation, and valuable insights expressed by the wider higher education community. Public attendees at the meetings represented various types of institutions of higher education, educational associations, foundations, civil rights and student groups, government, and the general public. Representatives of some of these organizations made valuable contributions to the discussion and some submitted formal statements for consideration by the Committee.

The Committee continues to be concerned about the dearth of data from which concrete conclusions may be drawn and on which recommendations could be formulated and the handicap of not having a clear overall Federal education policy to which it could relate its policy recommendations for Black Americans.

The lack of a Federal policy for support of the historically Black colleges (HBC's) or for dealing with their special circumstances was also cause for considerable concern. Reports on the President's January 1979 directive in support of the historically Black colleges were received at several of the meetings, and although the Committee is pleased at the fact that attention was focused on this important set of institutions at the highest level in the Executive Branch of Government,

it is somewhat disappointed that the percentage of Federal grants and contracts awarded to Black institutions in fiscal year 1978 was only 4.1 percent, the smallest share of Federal aid allocated to Black higher education since 1971 and a reduction from the 5.3 percent in 1977.

RESEARCH REPORTS

Since the 12 specific areas in the Committee's Charter cover a wide spectrum of concern, the Committee found it necessary to examine the broad areas of review, outline its priorities, and plot out a time schedule. Following the recommendations of several working groups of members, the decision was made to focus on five broad areas and to subsume the 12 more detailed areas in the Charter under this lesser number. These five broader areas and the Charter areas which they encompass are: Access (increasing participation); Opportunities for Success (quality improvements); Opportunity/Options (institutional diversity); National Program Objectives and System Supports; and a 25-Year Plan for the Improvement of the Opportunities for Blacks in Higher Education and the Condition of Black Higher Education. (See Plan of Action)

In order to formulate its recommendations from a sound base, the Committee requested a number of research reports. In view of the short life of the Committee and the enormity of its mandate, the decision was made to supplement staff developed reports with commissioned works in order to more fully respond to the Charter. As time and resources permit, some of the studies will be issued separately while others will be summarized in the final report.

Published Reports

During 1979, the Committee published three research reports - two developed by the staff at the direction of the Committee and one prepared under contract.

Access of Black Americans to Higher Education: How Open is the Door? - was virtually completed in 1978, but was not approved for publication until the March 1979 meeting.

Prepared by the Committee staff, with Ms. Linda J. Lambert as the principal researcher, this report responds to the first Charter function. It documents the quality of the participation of Blacks in higher education and cites the barriers to their full participation. Recommendations are posed for actions which will increase and enhance Black access to and participation in higher education. It views access not only in terms of entering higher education but also in terms of the distribution among the various types of institutions and courses of study and matriculation through to graduation.

Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education - was prepared by the Committee staff, with Ms. Glenda Partee-Scott as the principal researcher. It emphasizes the importance of maintaining maximum access points for Black Americans through a diversified system of higher education. In response to Charter function 3, it makes recommendations regarding ways that Federal programs and policies can be used to plan for the future role and healthy development of the historically Black colleges, as well as for other institutions which serve large numbers of Black students.

Public requests for the Access report far exceeded our expectations, and the supply from a second printing is exhausted. The Committee has requested that this report be updated and reissued.

Both of the above reports were placed on sale by the U. S. Government Printing Office.

A third report was prepared under contract. Entitled The Black Educational Policy Researcher: An Untapped National Resource, by Dr. Stephen J. Wright, it responds to item 5 in the Committee's Charter regarding "the stimulation and encouragement of more scholarship and research by Blacks on questions of public policy relating to the educational needs of Blacks and the promotion of these results at the Federal, regional and State levels."

This report sets forth reasons for the paucity of research and scholarship by Black researchers, recommends remedies to this problem, and suggests ways and means for stimulating and encouraging more research by Blacks on policy questions relating to the educational needs of Blacks.

In addition to the published research projects, the Committee's Annual Reports have dealt with pertinent issues as well as the Committee's yearly activities. The first Annual Report, Higher Education Equity: The Crisis of Appearance Versus Reality (published in June 1978), presents a statistical overview of the status of Black participation in higher education. Because the data revealed that true equity has yet to be realized, the Committee's purpose was to highlight some of the critical areas demanding immediate attention in order to prepare the way for subsequent recommendations. Pursuant to this objective, the report identifies as especially significant the disparity in high school completion rates, the continued importance of historically Black colleges, the skewed distribution of Black students among academic fields of study, the minimal representation of Blacks in graduate and professional training, and the need to increase the numbers of Black faculty and administrators in institutions of higher education. In this report, the Committee stated that the lack of a comprehensive Federal policy on equity was sufficient cause for the Secretary to reaffirm the

Charter mandate and assure the Committee the staff and financial resources necessary to accomplish its task.

The Annual Report for Calendar Year 1978 (published in 1979) describes Committee activities during that year. Among the issues on which recommendations were made to the Secretary were:

- . Tuition tax credits for middle income families
- . The proposed Department of Education
- . Revised regulations for the Developing Institutions Program
- . Recognition and encouragement of the Adams States for negotiating in good faith

Since the published reports are available, either from the Committee office or from the U. S. Government Printing Office, we have not gone into great detail here regarding their content. On the other hand, only office copies of commissioned research reports are currently available in the office of the Program Delegate to the Committee.

Below is given the rationale for each commissioned study and a summary of its contents.

Commissioned Research

The Committee requested and received funds to commission papers as background for its recommendations to the Secretary. A total of 16 papers has been commissioned at a total cost of \$86,003. The remainder of the research budget was used for editorial services. (For a complete listing of the projects and costs, see Appendix F). The Committee felt that only those researchers should be chosen to produce papers who have demonstrated sensitivity to the uniqueness of Black higher education through their work, research, and practical experience.

The Committee used researchers from private industry and from predominantly white as well as predominantly Black colleges and universities and relied upon individuals whose credentials ranged from long-established careers and accomplishments in Black higher education to talented, less well-known scholars whose projects were in part shaped by their own participation. Due to the short life of the Committee, it was decided that the commissioned work would serve to supplement the staff-developed reports in order to more fully respond to the Charter. Thus, each of these reports was commissioned to respond to a specific function in the the Charter.

When all of the findings are reviewed as a composite, the result is a general view of Black higher education. Overall, it can be stated that this is a most crucial period for the continued advancement of Black participation in higher education. Whether the Nation reaffirms the egalitarian principles formulated as the result of the Civil Rights Movement or succumbs to neoconservative demands for an end to the support of such designs is a question for which a clear-cut answer is unobtainable at the present time. What is clear, however, is that much remains to be done to achieve equity for Blacks and to strengthen the historically Black colleges (HBC's). There is a dearth of Black policymakers

at the Federal and State levels, a condition worsened by the notable absence of Blacks among the few national educational associations that speak for higher education. More menacing is the realization that questions of equity do not seem to loom large in the minds of people who influence higher education policy, a situation which anticipates the strategy of benign ignorance espoused by neoconservative critics of a systemic commitment to educational equality. Black colleges are bearing disproportionate burdens in integrating faculty and staff and, despite their relatively small number, continue to produce a significant share of Black baccalaureate, master's, first professional and doctorate degrees. In predominantly white institutions, Blacks continue to be isolated within a hostile environment and are now confronted by an institutional mentality which has grown tired of maintaining its obligation of special services for disadvantaged and low-income students.

To serve as background material for subsequent reports, the Committee commissioned two papers to Dr. Faustine Jones, Senior Fellow at the Institute for the Study of Educational Policy, and currently, Interim Editor of the Journal of Negro Education at Howard University. The first is entitled "Systemic Problems Affecting the Participation of Blacks in Higher Education" and corresponds to Charter area #11, "increasing the quality of Black higher education and the numbers of Black Americans able to participate more fully in American society." Through a survey of governmental, institutional, and individual research, Dr. Jones examined the systemic factors working against equal opportunity for Blacks and the impact of these factors on Black participation in higher education. She found that the momentum for equality has been threatened by current social uncertainty and that continued socioeconomic inequality prevents Blacks from gaining the educational and career credentials necessary for parity. She contends that institutionalized racism remains the most powerful barrier to Black educational, political and economic participation and that the Federal Government must be the agent to end the

vicious cycle endemic to racism. Because the end of segregation in education has not brought an end to inferior educational opportunity, the Black colleges must be retained to provide their unique service to the Black community. Her recommendations to counteract these factors include a continuation of affirmative action as a requirement for the achievement of equality and justice.

Dr. Jones' second report, "The Impact of Neoconservatism on Black Colleges and Blacks in Higher Education," addresses Charter areas #2, Opportunities for Success, and #3, "the analysis of and planning for the future role and healthy development of the historically Black colleges." Through a literature search, Dr. Jones examined the neoconservative movement, its impact on policies and programs, and the threat it presents to the future survival of HBC's and to educational parity. Because they once championed liberal causes, the influence of the neoconservatives is greatly enhanced by their reputation, their stature, and their ability to affect public policy. The neoconservatives argue that Blacks have made tremendous social progress, making further Federal assistance unnecessary and not worth the cost. Affirmative action has been their chief target of attack. By denouncing the value and quality of the HBC's, the neoconservatives are threatening the future of these institutions in much the same manner they have undermined social programs by blaming Blacks for the historic scars of racism and discrimination. To combat the neoconservative philosophy, Dr. Jones recommends that a coalition of Americans committed to equality and justice must take the offensive and propose effective social change which will promote the interests of the entire society, not just the power elite.

One other report was commissioned to provide background material. Mary Roper, a

Research Associate in private industry, was charged with preparing "Development of a Profile of Current Thinking on Equity in Higher Education". Her work relates to Charter area #4, the development of a set of guidelines to support the definition of equity for Blacks in higher education. Through a literature search, Mrs. Roper identified current thinking on equity by historical review and timely analysis, outlined a definition of equity which has policy implications pertinent to Black higher education, and developed a bibliography. Mrs. Roper found that the history of equity for Blacks is directly tied to the outcomes of legislative and judicial considerations at the Federal and State levels. Only within the last fifteen years has there been concern for equity in higher education, with most of the effort relating to the Higher Education Act of 1965 or to the Adams litigation. Current thinking, however, tends to define equity in terms of the rights of white Americans, thus antagonizing a new racist awareness illustrated by the anti-affirmative action, neoconservative mood dominating contemporary political and social philosophy. Since higher education is perhaps the greatest resource available for Blacks to attain an equitable share of the American dream, it is imperative that higher education equity include some attention to making up for those situations where legal and moral sanctions prevented Blacks from achieving equity. With this in mind, Mrs. Roper defines higher education equity as "the achievement of a situation wherein every individual with the ability to pursue such is allowed to do so without respect to limiting quotas or artificially cooperative measures". Basic to this definition is the recognition that Blacks have been victimized in the past and cannot be expected to achieve without some initial acceleration.

In order to gauge the present status of Black participation in higher education and the current conditions of HBC's, the Committee commissioned a number of studies in these areas. The first, "A Report on the Status of Blacks in Higher Education", was prepared by Dr. Barbara Love and addresses Charter areas #4, the development of a research base to support inquiry in the area of equity, and #6, the evaluation of Federal, regional, and State efforts in improving the status of Blacks in higher education. Dr. Love, Executive Director of the Black Women's Research and Development Center in Washington, D.C., and an Associate Professor at the Center for Urban Education at the University of Massachusetts at Amherst, assessed the participation of Black administrators, faculty, and students in institutions of higher education and made recommendations regarding necessary action. Using data from reports of the U.S. Bureau of the Census, the HEW Office for Civil Rights, the Equal Employment Opportunity Commission, the HEW National Center for Education Statistics, and other selected references, Dr. Love found that Black faculty and staff are confronted with current inequities in appointments, promotions, tenure status, and salaries. In 1975, only 7 percent of all administrators and 4.4 percent of all higher education faculty were Black, of which over one-third of the administrators and almost two-fifths of Black faculty were employed in the HBC's. Only 3 percent of all tenured faculty were Black in 1975, and in the HBC's, 42.6 percent of white tenured faculty but only 33.5 percent of the Blacks with tenure held the rank of full professor. Furthermore, in 1975, in higher education generally, the median salaries for Black administrators and faculty were significantly lower than those for whites. With regard to enrollment, Dr. Love found that in 1977, Blacks made up 11 percent of the total

student population but only 8.6 percent of students in their senior year.

Similarly, in 1976, Blacks earned only 8.4 percent of all associate degrees, 6.4 percent of baccalaureates, 6.6 percent of master's and 3.6 percent of all doctorates.

Leneta Gaines' study, "Historically Black Colleges and Universities: The State of the Art, 1975-78", was commissioned to lay out separately the current conditions in the HBC's with particular attention to their historical disadvantage, Charter area #3. Ms. Gaines, a former consultant with the Institute for Services to Education's Office of Policy Analysis and Research, used similar data sources as Dr. Love to focus on the general, academic, and student characteristics; the physical facilities/libraries; degrees awarded; and finances in the HBC's. Through her analysis, Ms. Gaines discovered that HBC's have diversified their curriculum offerings in step with the expansion of career opportunities for Black graduates and continue to produce a significant proportion of Black baccalaureate, master's and first professional degree recipients. In those States which house the HBC's, these institutions enroll nearly one-third of all Black students and, as Dr. Love discovered, provide a sizable market for the employment of Black faculty and administrators. Despite these achievements, the financial stability of the HBC's remains marginal, at best, and still suffers from inequitable patterns of Federal aid to higher education institutions.

In the area of graduate and professional education, Charter area #10, the Committee authorized David Ruffin, former Legislative Assistant to the U.S. House of Representatives' Subcommittee on Equal Opportunity, to undertake an appropriate study. Entitled, "The Status

of Blacks in Graduate and Professional Education", Mr. Ruffin's report examines the participation of Blacks in graduate and professional programs and includes a summary of recommendations for improvement, including the enhancement of graduate programs in the HBC's as a potential solution. Mr. Ruffin reviewed existing literature and research and solicited additional comments from various sources in the field. Mr. Ruffin's report is particularly significant since graduate and professional participation has far-reaching implications not only in the educational arena but also in direct service to the Black community. Black enrollment in advanced study has stagnated in recent years and remains minimal in scientific and technological areas. Black graduate students face formidable financial barriers and receive less Federal and institutional support than whites, especially in the form of teaching and research assistantships. The pool of eligible Black students continues to be small because of the high school dropout rate, inadequate secondary and undergraduate preparation, negative and inappropriate counseling, and less exposure to non-traditional career fields. There is a general lack of institutional commitment to recruitment and retention, and in the face of financial pressures, minority programs are among the first to be discontinued.

In the last fifteen years, Black students for the first time have been able to attend the more prestigious institutions throughout the Nation. Consequently, the Committee commissioned Dr. Donald Smith, Professor of Education at Bernard M. Baruch College of the City University of New York, to examine what happens to Blacks at predominantly white institutions, especially the most prestigious. Entitled "Admissions and Retention Problems of Black Students at

Seven Predominantly White Universities", Dr. Smith's study addresses Charter area #8, "to review and identify means to increase access, retention, and graduation of Blacks". Through interviews with Black students, faculty, and administrators, questionnaires, and a review of institutional documents, Dr. Smith investigated the situations at public and private institutions in the East, Midwest, South, and West. He discovered that the conflicting view between what most Black students feel is important for their cultural-emotional development and what the majority of white faculty and administrators feel is good for the entire institution is a source of considerable confusion and tension for Black students. White faculty and administrators admitted that their schools represent alienated atmospheres for Black students and that the administrations are growing tired of socializing young Blacks and now want to recruit only "prep-school" Blacks who are already able to cope with the predominantly white culture found at prestigious schools. Significantly, Dr. Smith found serious racial conflict present at all of the institutions except the one in the South. The underlying cause of this tension is the situation confronting Black students wherein not only are they under the enormous academic pressure facing all students but also they must overcome a racial dichotomy of perceived inferiority on the one hand, and a loss of individuality as symbols of the race, on the other.

In anticipation of the situation highlighted by Dr. Smith, the Committee authorized Dr. Raymond Hall, Associate Professor of Sociology at Dartmouth College, to conduct a study reviewing intervention programs at predominantly white and Black colleges, Charter area #2. Dr. Hall's report, "Black Students in Higher Education", will analyze

successful programs, sensitive to the needs of Black students, at twelve schools through the use of a survey instrument to evaluate these programs and through interviews with key personnel. To date, the contract has not been completed.

The Committee commissioned another study relating to Charter area #2, "special needs", which also covers Charter area #8, the financing of the neediest students. As Director of Educational Services for the Ada S. McKinley Community Services in Chicago, Illinois, Mr. Silas Purnell will bring special insights to his study, "The Problems of Low-Income Students in Higher Education: A Community Perspective". Mr. Purnell is examining the problems encountered by Black students in the financial aid process and will recommend solutions and model programs. He is reviewing admissions and financial aid policies, retention, racism, environmental factors, and other deterrents to Black academic achievement. In a preliminary draft, Mr. Purnell contends that financial aid difficulties are compounded by Government indifference, institutional apathy, and a lack of commitment on the part of Black and white professionals who put Black students in a stressful, no-win situation. The most persistent problem for low-income Blacks is the difficulty in obtaining effective financial aid information, especially at colleges outside their immediate area. Even when this information is available, the packaging of financial aid is most often a mystery to low-income Blacks. As did Dr. Smith, Mr. Purnell found that most predominantly white colleges are not committed to helping Black students but, rather, want Black students to adjust to the institution.

The third area of concern for the Committee's commissioned research focuses on programs, policy, and planning to increase Black participation in higher education. Franklin Moore, Associate Director of Admissions at Princeton University (New Jersey), was charged with the development of specific recommendations on pre-college programs aimed toward increasing access, especially for disadvantaged, low-income Black high school students, Charter areas #2 and #9. Mr. Moore's paper, "Recommendations on Pre-College Programs to Increase Access", is based on an ERIC computer search, a survey of 50 State Education Departments, the identification of privately-funded programs, a telephone survey, and a review of pertinent literature. He found that the vast majority of Black professionals are graduates of HBC's as are those in positions that require a baccalaureate degree. In recent times, however, the "cream of the crop" Black students have been able to attend predominantly white institutions. Despite a number of Federal and privately-funded programs which grew out of the Civil Rights era, Mr. Moore found no programs within the confines of his sample that were designed to increase the numbers of Blacks in professional areas and virtually no planning at the State level to improve the academic preparation of Blacks and minorities in secondary schools.

The Committee commissioned Dr. Elvalee Banks to identify programs currently in use which were designed to improve the status of Blacks in higher education and to analyze monitoring mechanisms at the regional, State, and local levels to see that these policies are carried out, Charter area #7. Entitled "Policies, Practices and Monitoring Systems to Improve the Status of Blacks in Higher Educa-

tion," the report focuses on the monitoring units of State Departments of Education as well as those for four individual institutions in Maryland, Georgia, New York, and California. Dr. Banks, Professor and Chairperson of the Department of Administration and Supervision at the University of the District of Columbia, administered a questionnaire to the heads of the monitoring units and reviewed appropriate literature in order to assess State policies, evaluative techniques and monitoring systems, and institutional involvement. She found that few State agencies maintain a data base on Blacks in higher education and, except for the Adams States, few have monitoring or review procedures. Because there are no established formats for the clear interpretation of data, the absence of formal monitoring procedures in agencies at the institutional, State, and Federal levels means that equal educational opportunity goals will not be realized. The program goals of the four institutions are unclear, and it is difficult to measure the improvement in Black participation. For substantial headway to be made it will be necessary to develop a uniform monitoring system so that the quality of data on the status of Blacks in higher education will be made useful.

In order to obtain a sense of perspective on the planning issue, the Committee contracted with Dr. Joel Nwagbaraocha for a report, "Review of Long-Range Planning in Higher Education." Dr. Nwagbaraocha, Vice-President of University Planning and Operations Analysis and Associate Professor of Education at Morgan State University (Maryland), reviewed the state of the art of existing long-range planning projects and highlighted how Black participation will be affected by projected future trends for the entire higher education community, Charter area #11. He collected data by contacting a number of institutions

and Federal and State agencies with a supplementary review of pertinent literature. Planning in the 1920's-40's was essentially uncoordinated and only became regional in concept between 1945-50 with the development of the National Center for Higher Education Management Systems. In the 1950's, the process began to be characterized by "planning for more" with the emphasis on increased enrollment and tax dollars and by the 1960's had become more systematic. The planning for growth had ended by 1975, however, and the process is now marked by consideration of the downturn in enrollment nationwide along with the tightening of Federal, State and private funds.

For an in-depth review of specific State planning efforts, the Committee called upon Dr. Leonard Haynes, Director, Office for Advancement of Public Negro Colleges, National Association of State Universities and Land-Grant Colleges. Dr. Haynes examined the planning activities of New York, Georgia, California, and Maryland, as well as the Federal Government, with special emphasis on past implementations and future proposals, Charter area #7. In his report, "An Examination of the Planning Efforts of Selected States and the Federal Government to Improve the Status of Blacks in Higher Education," Dr. Haynes interviewed the chief planning personnel in the four States which were chosen because they best represent a broad-based commitment to higher education. His comparative analysis enabled him to propose an idealized planning system support. Significantly, Dr. Haynes found that the focus of educational policy has not improved the status of Blacks since increased access and completion rates have not been accomplished through planning processes. In

California, efforts have not been consistent and moreover, recent developments coupled with the diminished visibility of Blacks portend a gloomy outlook for increased Black participation. In Georgia and Maryland what planning that has been formulated has been largely the result of the Adams litigation. Only in New York, because of a strong planning authority, have efforts to improve Black status been effective. Most distressing is the emergence of a new environment in which rising educational costs and competition from other interests may spell an end to future advances for Blacks.

Since planning and policy development are equal components in the formulation of a national strategy for higher education, the Committee authorized Dr. John Griffin to conduct a study examining the involvement of Blacks in research and policy-making in major private associations, foundations, and agencies, Charter area #6. Dr. Griffin, former Executive Director of the Southern Education Foundation in Atlanta, selected three foundations, three associations, and three agencies and gathered data through questionnaires and personal interviews. His project, "Participation of Blacks in Research and Policy Development Affecting Higher Education in Selected Institutes, Associations, and Foundations," reveals that research is not basic to the development of policy for higher education, as had been assumed. Rather, policy-making is developed through the knowledge and opinions of staff and the organization's constituency along with information resulting from consultations with other groups. What research that is done has little Black input, and this may account for the fact that research about Blacks in higher education conforms to reporting purposes in that it focuses on numbers rather than on more subtle and difficult issues. Although only 5 to 10 percent of approxi-

mately 865 foundations have Blacks in decision-making roles, Dr. Griffin found that Blacks do participate in policy development as it is actually carried out and that in cases where policy affecting Blacks is made by white staffs, decisions are often submitted to Black advisory committees for validation. The report includes recommendations that private efforts to improve the quality of data be continued and that awareness and sensitivity not be confused.

In a report published by the Committee in December of 1979, Dr. Stephen Wright continued the investigation of the utilization of Black research potential. Entitled "The Black Educational Policy Researcher: An Untapped National Resource," the report suggests effective ways to stimulate more scholarship and research by Blacks on educational policy relating to the needs of Blacks, Charter area #5. Dr. Wright, former Vice President of the College Entrance Examination Board and former President of Fisk University and the United Negro College Fund, questioned 40 knowledgeable Black educators and social scientists on the paucity of Black researchers and possible remedies. Dr. Wright found that the great majority of studies affecting Blacks have been conducted by whites and, except for the Institute for the Study of Educational Policy, the situation has changed very little over the years. Because Black researchers bring very different perspectives and more sensitive backgrounds to the research effort, it is imperative for Blacks to participate in the solution of educational problems that affect them. According to Dr. Wright, nothing substantial is likely to happen in this area until there is a genuine commitment on the part of Black leadership to provide the necessary initiative along with foundation and Federal support.

The last study currently under contract by the Committee is "Corporate Support and the Financing of Black Higher Education and Black Colleges." In order to analyze funding policies that have influenced the growth of Black colleges, Dr. Barbara Powell, Assistant to the Vice President for Government and Community Affairs at Harvard University, described the involvement of seven major corporate entities in the support of Black higher education and Black colleges. Additionally, Dr. Powell reviewed Federal support for direct institutional aid through Title III of the Higher Education Act and indirect aid through student assistance in Title IV, Charter areas #6 and 8. Dr. Powell's findings are similar to those of Dr. Griffin's in that her analysis revealed no specific corporate policy toward Black higher education but a recognition of Black colleges as beneficiaries of actual giving practices. Philanthropy represents the oldest source of support for Black higher education. Based on Dr. Powell's study it is estimated that roughly 15 to 17 percent of total corporate contributions to education are targeted toward Blacks and other minorities. Because the amount of funds contributed is dependent on individual requests, it is vital that information on resources be widely disseminated. With regard to Federal funding, Dr. Powell found that without direct aid from Title III, many of the private Black colleges would likely be forced to close. Since 1972, however, Federal funding for higher education has shifted to indirect financial support through student assistance and in 1976, more than 80 percent of the students in private Black colleges were receiving some combination of financial aid.

PLAN OF ACTION

Early in 1978 the Committee adopted a conceptual framework for accomplishing its goals and objectives. Priorities were set, and a timetable was established contingent upon extension of its Charter and receipt of requested financial and staff resources. Although the Committee was extended through renewal of the Charter, personnel and financial resources were not granted until a later date. Hence, the Committee had to review its timetable, eliminate some of the planned reports, and limit the depth and analysis of studies it had planned to undertake.

The Plan of Action lays out five major goals which incorporate the twelve areas of the Committee's Charter. The first four goals, and their corresponding objectives, will result in interim reports which will provide the background to "support the deliberations of the Committee, as well as the postulation of sound recommendations regarding Federal policy considerations..."* The fifth goal encompasses two objectives. First, based on the interim background reports, the Committee plans to develop its recommendations and advice related to the areas in the Charter. Second, it will prepare a long-range plan for increasing the participation of Black Americans in higher education and enhancing the historically Black colleges and universities, as well as mechanisms for evaluating progress based on stated goals and objectives. These efforts will comprise the final report of the Committee and will provide the Secretary of Education with the advice and recommendations regarding all approaches to the higher education of Black Americans as well as the needs of historically Black colleges and universities, as noted in its Charter. The fifth and sixth objectives, out of necessity, constitute the fifth priority since the first four goals/objectives must be reached before the fifth goal can be completed.

*March 3, 1978 Memorandum From Nolen M. Ellison to the Members of the National Advisory Committee; Subject: "Proposed 1978 Work Plan Discussion Paper."

These goals and their corresponding objectives follow.

GOAL I. Access (Increasing Participation)

- A. Review and identification of the several courses of action necessary to raise substantially the participation of Blacks in all forms of productive postsecondary education. (Charter area #1)
- B. Developing recommendations relative to creative alternative ways of increasing the numbers of Blacks entering and completing graduate and professional degree programs. (Charter area #10)

Objective No. 1

To complete the analysis of and prepare a report with recommendations on the problems of access to higher education related to Black American participation.

GOAL II. Opportunities for Success (Quality Improvements)

- A. Developing recommendations related to program alternatives which are sensitive and responsive to the special needs, requirements and aspirations of Black youths. (Charter area #2)
- B. Review and identification of means to increase access, retention and graduation of Blacks from institutions of higher education at the graduate, undergraduate and professional school levels. (Charter area #9)

Objective No. 2

To complete the analysis of and prepare a report with recommendations on current programs supported by the Federal Government which are intended to assure successful experiences of Black students in institutions of higher education.

GOAL III. Opportunity/Options (Institutional Diversity)

- A. Make recommendations related to the analysis of and planning for the future role and healthy development of the historically Black colleges and their relationship to expanding the number of Blacks enrolled in higher education nationally and regionally. (Charter area #3)
- B. Make recommendations related to the development of approaches to the financing of the neediest students and the institutions with the heaviest concentration of Blacks. (Charter area #8)

Objective No. 3

To analyze issues related to diversity in American higher education with specific focus on the uniqueness of America's historically Black colleges with recommendations requiring National and State actions.

GOAL IV. National Program Objectives and System Supports

Make recommendations regarding:

- A. the development of a research system base capable of supporting ongoing inquiry in the area of equity, the expansion of existing research, and the commissioning of original empirical research on topics germane to the Advisory Committee's charge. (Charter area #4)
- B. the stimulation and encouragement of more scholarship and research by Blacks on questions of public policy relating to the educational needs of Blacks and the promotion of these results at the Federal, regional and State levels. (Charter area #5)
- C. the evaluation and monitoring of the impact of Federal, regional, or State efforts in the public and private sectors in improving the status of Blacks in higher education. (Charter area #6)

- D. the evaluation and monitoring of current and developing Federal, regional, or State policies designed to equalize educational opportunities for Blacks and improve access for larger numbers of Blacks in higher education. (Charter area #7)
- E. the assessment of the resultant implementation of policy decisions and recommendations. (Charter area #12)

Objective No. 4

To analyze the current gaps in the Nation's planning, research and evaluation support systems related to ongoing support of sound national programming and public policy decision-making related to Black Americans in higher education and Black college needs.

GOAL V. Development of a 25-Year Plan Related to Improvement of the Opportunities for Blacks in Higher Education and the Condition of Black Higher Education

The analytical work considered by the Committee, as well as the policy recommendations, will contribute to the development of a 25-Year Plan of Advancement for increasing the quality of Black higher education and the numbers of Blacks able to participate successfully in institutions of higher learning and in the broader American Society. (Charter area #11)

Objective No. 5

To prepare such analytical reports, recommendations and periodic reports capable of satisfying the achievement of the stated goals and objectives established for the Committee.

Objective No. 6

To prepare a preliminary framework for the 25-Year Plan designed to assure full participation and success of institutions serving the needs of Black Americans.

RECOMMENDATIONS

The Committee's Charter requires submission of an annual report. However, it also states that "Nothing herein shall be interpreted as precluding intermittent special reports and recommendations throughout the year." Thus, in addition to the recommendations contained in its published reports the Committee made a number of other recommendations in correspondence to appropriate Department officials.

In 1979, a number of issues surfaced which stimulated the Committee to forward recommendations forthwith because of their potential impact on Blacks in higher education and/or the historically Black colleges and universities. The bulk of these recommendations related to the still pending reauthorization of the Higher Education Act of 1965 or to the proposed Federal Education Department. However, a number of the recommendations had to do with securing the necessary personnel and financial resources required by the Committee to carry out its mandate as stated in the Charter.

Beyond the issues related to the Committee's resources, the following summary is provided of letters of recommendation forwarded during 1979. The full text of each of these letters, along with other pertinent correspondence and replies, appears in Appendix G.

<u>Date</u>	<u>To</u>	<u>Subject</u>
04/18/79	Honorable Joseph Califano, Jr. Dr. Mary F. Berry Dr. Ernest L. Boyer	Reauthorization recommendation for Student Financial Assistance, Graduate and Professional Opportunity Program, TRIO, and Developing Institutions Programs. The Committee recommendations stressed that the new legislative proposals and regulations should support rather than slow progress toward equal education opportunity.

<u>Date</u>	<u>To</u>	<u>Subject</u>
06/15/79	Honorable Joseph Califano, Jr. Dr. Mary F. Berry Dr. Ernest L. Boyer	Letter transmitting the Committee's report, <u>Access of Black Americans to Higher Education: How Open Is the Door?</u> , which documents the quality of the participation of Blacks in higher education and cites the barriers to their full participation. The report also offers recommendations for actions in focused areas for increasing and enhancing their access and participation.
06/19/79	Honorable Joseph Califano, Jr. Dr. Mary F. Berry Dr. Ernest L. Boyer	Letter transmitting resolution passed unanimously by the Committee at Tuskegee Institute, Alabama on June 4, 1979, recommending that Title III of the Higher Education Act be made explicitly for the benefit of Black colleges and universities.
06/30/79	Honorable Walter Mondale President of the Senate Honorable Thomas P. O'Neill, Jr. Speaker of the House of Representatives Honorable Joseph Califano, Jr. Dr. Mary F. Berry Dr. Ernest L. Boyer	Letters of transmittal accompanying the Committee's <u>Second Annual Report</u> , which details briefly some of the major issues the Committee addressed during calendar year 1978.
08/30/79	Honorable Patricia R. Harris	Letter congratulating Ms. Harris on her appointment as Secretary of the Department of Health, Education, and Welfare and asking that the Advisory Committee be extended beyond December 22, 1979.
09/10/79	Honorable Patricia R. Harris Dr. Mary F. Berry Commissioner of Education	Letter transmitting the Committee's report, <u>Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education</u> , which underscores the past and present role of historically Black colleges and universities and offers recommendations for support and enhancement of these institutions.
09/26/79	Dr. Mary F. Berry	Response to questions posed by Dr. Berry during her visit at the September meeting of the Committee with reference to the future of education advisory committees in general and to the future of this Committee in particular.

<u>Date</u>	<u>To</u>	<u>Subject</u>
11/01/79	Honorable Patricia R. Harris Dr. Mary F. Berry	Letter transmitting the Committee's report, <u>The Black Educational Policy Researcher: An Untapped National Resource</u> , which sets forth reasons for the paucity of research and scholarship by Blacks on the problems of Blacks, recommends remedies, and suggests ways and means for disseminating the results at the local, State and Federal levels.
11/05/79	Dr. Mary F. Berry	Position paper expressing Committee's viewpoints on unresolved issues relating to the reauthorization of the Higher Education Act pending in the Congress.
11/05/79	Dr. Mary F. Berry	Recommended that there be an Office of Policy Analysis and Development related to the Education of Black Americans within the new Education Department.

While the Committee did not receive formal responses to each of the recommendations* proffered, there is every indication that they were considered, not only by the Department of Health, Education, and Welfare, but by the wider community as well. Testimony before Congressional committees and speeches by high level Federal officials relied heavily on analyses developed by the National Advisory Committee on Black Higher Education and Black Colleges and Universities. Further, several actions occurred which reflected the Committee's impact on the issues raised.

In response to the Committee's resolution that Title III of the Higher Education Act explicitly benefit Black colleges and universities, then HEW Secretary Joseph Califano, Jr., instructed all operating units of HEW to broaden their financial support to Black institutions, particularly in minimally funded programs. In addition, he pointed out that the HEW agencies were increasing

*See Appendix G-2 for copies of correspondence responding to Committee's recommendations.

technical assistance to Black institutions in order to strengthen their ability to manage Federal funds. And he expressed the view that the new Title III regulations, which emphasize the Federal Government's commitment to low-income and minority students by providing support to the institutions that serve them, are a major step toward implementing the Committee's resolution.

In addition, the Committee secured a waiver of the May 31, 1979 deadline for the award of contract work, in recognition of the continuing staff burdens and time constraints under which the Committee operated.

Finally, in December 1979, then HEW Secretary Patricia Roberts Harris extended the life of the Committee through June 30, 1980, in recognition of its valuable contributions to the public interest and to the performance of duties imposed on the Department by law.

APPENDIXES

APPENDIX A

The National Advisory Committee on Black Higher Education and Black Colleges and Universities was established in December 1976 to examine all approaches to the higher education of Black Americans as well as the historically Black colleges and Universities and then to make recommendations to the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education in 12 specific areas.

Although the Committee was established in December 1976, the Notice of Establishment was not published in the Federal Register until June 21, 1977, and the initial meeting was held in September 1977, nine months after it was established for a period of two years.

As required by its Charter, the membership consists of members knowledgeable about the higher education of Blacks, the historically Black colleges and universities, and the economic, educational, societal, and political realities in which public policy is made.

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*Mrs. Cecile M. Springer was appointed March 1979.

APPENDIX B

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Support Staff

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*Pamela Marshall
*Jacqueline Meadows
*Mary L. Nails
*Jo Ann Phillips
*Charlotte Thompson
*Richard E. Weise

Consultant (Editing)
Susan Coughlin

* These persons are no longer on the Committee staff.



APPENDIX C

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

CHARTER

NATIONAL ADVISORY COMMITTEE ON BLACK HIGHER EDUCATION AND BLACK COLLEGES AND UNIVERSITIES

PURPOSE

The Secretary is responsible for the administration of various higher education and civil rights programs mandated by statutes as these affect the general population. Administration of these programs involves a setting of priorities and an understanding of interlocking social, political, and economic complexities affecting black Americans. The Secretary requires the advice and recommendations of persons knowledgeable of the impact of the mandated programs on the higher education of black Americans in order to fulfill his responsibilities under statutes effectively.

AUTHORITY

20 USC 1233a.

This Committee is governed by the provisions of Part D of the General Education Provisions Act (P.L. 90-247 as amended; 20 U.S.C. 1233 *et seq.*) and the Federal Advisory Committee Act (P.L. 92-463; 5 U.S.C. Appendix I) which set forth standards for the formation and use of advisory committees.

FUNCTIONS

The Committee advises the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education. The Committee shall examine all approaches to higher education of black Americans as well as the needs of historically black colleges and universities and in particular shall advise and make recommendations in these areas:

- (1) in the identification of the several courses of action to raise substantially the participation of blacks in all forms of productive postsecondary education;
- (2) in the development of alternatives sensitive to the special needs, deprivations, and aspirations of black youths;
- (3) in the analysis of and planning for the future role and healthy development of the historically black colleges and their relationship to expanding the numbers of blacks enrolled in higher education nationally and regionally;
- (4) in the development of a research base to support the definition of equity, the expansion of existing research, and the commissioning of original empirical research;

- (5) in the stimulation and encouragement of more scholarship and research by blacks on questions of public policy relating to the educational needs of blacks and the promotion of these results at the Federal, regional, and State levels;
- (6) in the evaluation and monitoring of the impact of Federal, regional, or State efforts in the public and private sectors in improving the status of blacks in higher education;
- (7) in the evaluation and monitoring of current and developing Federal, regional, or State policies designed to equalize educational opportunities for blacks and improve access for larger numbers of blacks in higher education;
- (8) in the development of approaches to the financing of the neediest students and the institutions with the heaviest concentrations of blacks;
- (9) in the development of means to increase access, retention, and graduation of blacks from institutions of higher education;
- (10) in the development of alternative ways of increasing the numbers of blacks entering and completing graduate and professional degree programs;
- (11) in recommending a twenty-five year plan for increasing the quality of black higher education and the numbers of black Americans able to participate more fully in American society because they have successfully completed such education;
- (12) in the assessment of the resultant implementation of policy decisions and recommendations.

STRUCTURE

The Committee shall consist of fifteen (15) members appointed by the Secretary for terms not to exceed three (3) years. The Secretary shall designate one of the fifteen (15) members as the Chairperson. Members shall be persons who are knowledgeable about the higher education of blacks, the historically black colleges and universities, and/or the economic, educational, societal, and political realities in which public policy is made. At least five of the fifteen members of the Committee shall be presidents of black colleges and at least one member shall be from the business sector.

Management and staff services shall be provided by the Delegate to the Committee appointed by the Deputy Commissioner for Higher and Continuing Education.

MEETINGS

The Committee shall meet not less than four times each year with the advance approval of the Commissioner or his designee. The Commissioner or his designee shall approve the agenda for each meeting. Meetings shall be open to the public except as may be determined otherwise by the Commissioner. Public notice shall be made of all Committee meetings. A Federal official shall be present at all meetings. Meetings shall be conducted, and records of proceedings kept, as required by applicable laws and Department regulations.

COMPENSATION

Members of the Committee who are not full-time employees of the Federal Government shall be entitled to receive compensation at a rate of \$100 per day, plus per diem and travel expenses in accordance with Federal Travel Regulations.

ANNUAL COST ESTIMATES

Estimated total annual cost for operating the Committee, including compensation and travel expenses for members and consultant services and research, but excluding staff support is \$60,000. Estimated person-years of staff support is five at an annual cost of \$75,000.

REPORTS

The Committee shall submit to the Congress on or before June 30 of each year an annual report which shall contain as a minimum a list of the names and business addresses of the Committee members, a list of the dates and places of the meetings, the functions of the Committee, and a summary of Committee activities and recommendations made during the year. Such report shall be transmitted with the Commissioner's annual report to Congress.

A copy of the annual report shall be provided to the Department and Office of Education Committee Management Officers.

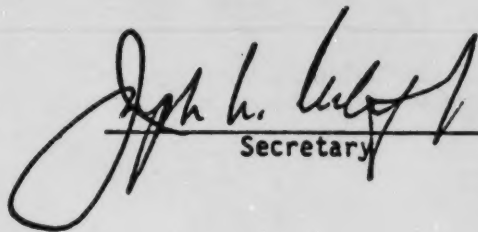
Nothing herein shall be interpreted as precluding intermittent special reports and recommendations throughout the year.

DURATION

Unless renewed by appropriate action prior to its expiration, the National Advisory Committee on Black Higher Education and Black Colleges and Universities shall terminate December 22, 1979.

APPROVED:

DEC 7 1978
Date


Secretary

• U. S. GOVERNMENT PRINTING OFFICE : 1980 630-670/759

APPENDIX D

100 Historically Black Colleges and Universities which were still predominantly Black as of Fall 1978, by State*

	<u>Level/Highest Offering,^{1/}</u>	<u>Control</u>
<u>Northeast</u>		
Pennsylvania (2)		
Cheyney State College, Cheyney 19319	M	Public
Lincoln University, Lincoln University 19352	M	Public
<u>North Central</u>		
Ohio (2)		
Central State University, Wilberforce 45384	B	Public
Wilberforce University, Wilberforce 45384	B	Private
<u>South</u>		
Alabama (12)		
Alabama A&M University, Normal 35762	M+	Public
Alabama Lutheran Academy and College, ^{2/} Selma 36701	2	Private
Alabama State University, Montgomer., 36101	M+	Public
Lawson State Community College, Birmingham 35221	2	Public
Lomax-Hannon Junior College, Greenville 36037	2	Private
Miles College, Birmingham 35208	B	Private
Oakwood College, Huntsville 35806	B	Private
S.D. Bishop State Junior College, Mobile 36603	2	Public
Selma University, ^{3/} Selma 36701	B	Private
Stillman College, Tuscaloosa 35401	B	Private
Talladega College, Talladega 35160	B	Private
Tuskegee Institute, Tuskegee Institute 36088	M,P	Private
Arkansas (4)		
Arkansas Baptist College, ^{2/} Little Rock 72202	B	Private
Philander Smith College, Little Rock 72203	B	Private
Shorter College, Little Rock 72114	2	Private
University of Arkansas at Pine Bluff, Pine Bluff 71601	B	Public
Delaware		
Delaware State College, Dover 19901	B	Public

Level/Highest OfferingControlSOUTH (Con't)

District of Columbia (1)

-Howard University, Washington, D.C. 20059 P,D Private

Florida (4)

Bethune-Cookman College, Daytona Beach 32015 B Private
Edward Waters College, Jacksonville 32209 B Private
Florida A&M University, Tallahassee 32307 M Public
Florida Memorial College, Miami 33054 B Private

Georgia (10)

Albany State College, Albany 31705 B Public
Atlanta University, Atlanta 30314 D Private
Clark College, Atlanta 30314 B Private
Fort Valley State College, Fort Valley 31030 M Public
Interdenominational Theological Center,
Atlanta 30314 P,D Private
Morehouse College, Atlanta 30314 B Private
Morris Brown College, Atlanta 30314 B Private
Paine College, Augusta 30901 B Private
Savannah State College, Savannah 31404 M Public
Spelman College, Atlanta 30314 B Private

Kentucky (1)

Kentucky State University, Frankfort 40601 M Public

Louisiana (6)

Dillard University, New Orleans 70122 B Private
Grambling State University, Grambling 71245 M Public
Southern University A&M College,
Baton Rouge 70813 M,P Public
Southern University in New Orleans,
New Orleans 70126 B Public
Southern University Shreveport-Bossier,
Community Campus, Shreveport, 71107 2 Public
Xavier University of Louisiana, New Orleans
70125 M Private

Maryland (4)

Bowie State College, Bowie 20715 M Public
Coppin State College, Baltimore 21216 M Public
Morgan State University, Baltimore 21239 D Public
University of Maryland-Eastern Shore,
Princess Ann 21853 M Public

SOUTH (Con't)

Mississippi (11)

Alcorn State University, Lorman 39096	M	Public
Coahoma Junior College, Clarksdale 38614	2	Public
Jackson State University, Jackson 39217	M+	Public
Mary Holmes College, West Point 39773	2	Private
Mississippi Industrial College ^{2/}		
Holly Springs 38635	B	Private
Mississippi Valley State University,		
Itta Bena 38941	M	Public
Natchez Junior College, Natchez 39120 ^{3/}	2	Private
Prentiss Normal and Industrial Institute,		
Prentiss 39474	2	Private
Rust College, Holly Springs 38635	B	Private
Tougaloo College, Tougaloo 39174	B	Private
Utica Junior College, Utica 39175	2	Public

North Carolina (11)

Barber-Scotia College, Concord 28025	B	Private
Bennett College, Columbia 27420	B	Private
Elizabeth City State University,		
Elizabeth City 27909	B	Public
Fayetteville State University, Fayetteville		
28301	B	Public
Johnson C. Smith University, Charlotte 28216	B	Private
Livingstone College, Salisbury 28144	B,P	Private
North Carolina A&T State University,		
Greensboro 27411	M+	Public
North Carolina Central University, Durham		
27707	M,P	Public
Shaw University, Raleigh 27611	B	Private
St. Augustine's College, Raleigh 27611	B	Private
Winston-Salem State University, Winston		
Salem 27102	B	Public

Oklahoma (1)

Langston University, Langston 73050	B	Public
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South Carolina (8)

Allen University, Columbia 29204	B	Private
Benedict College, Columbia 29204	B	Private
Claflin College, Orangeburg 29115	B	Private
Clinton Junior College ^{2/} /Rock Hill 29730	2	Private
Friendship Junior College ^{3/} /Rock Hill 29730	2	Private
Morris College, Sumter 29150	B	Private
South Carolina State College, Orangeburg		
29117	M	Public
Voorhees College, Denmark 29042	B	Private

Level/Highest OfferingControlSOUTH (Con't)

Tennessee (7)

Fisk University, Nashville 37203	M	Private
Knoxville College, Knoxville 37921	B	Private
Lane College, Jackson 38301	B	Private
LeMoyne Owen College, Memphis 38126	B	Private
Meharry Medical College, Nashville 37208	P,D	Private
Morristown College, Morristown 37814	2	Private
Tennessee State University, Nashville 37203	M+	Public

Texas (9)

Bishop College, Dallas 75241	B	Private
Huston-Tillotson College, Austin 78702	B	Private
Jarvis Christian College, Hawkins 75765	B	Private
Paul Quinn College, Waco 76704	B	Private
Prairie View A&M University, Prairie View 77445	M+	Public
Southwestern Christian College, Terrell 75160	2	Private
Texas College, Tyler 75702	B	Private
Texas Southern University, Houston 77004	P,D	Public
Wiley College, Marshall 75670	B	Private

Virginia (6)

Hampton Institute, Hampton 23668	M	Private
Norfolk State College, Norfolk 23504	M	Public
St. Paul's College, Lawrenceville 23868	B	Private
Virginia College, Lynchburg 24501	2	Private
Virginia State College, Petersburg 23803	M	Public
Virginia Union University, Richmond 23220	P	Private

WEST

None

1/ Level/Highest Offering:

2 = 2 but less than 4 years
 B = 4 or 5 years Baccalaureate
 P = First Professional
 M = Master's
 M+ = Master's
 D = Doctorate

2/ Pre-accredited3/ Neither accredited nor a candidate

- * This listing of HBC's only includes those institutions that were still predominantly Black in fall 1978 and for which data are available for inclusion in the Committee's reports. Therefore, the list does not include Simmons University/Bible College (KY) for which no data are available; and Bluefield State College (WV), West Virginia State College (WV) and Lincoln University (MO) which are historically Black institutions but are currently (as of Fall 1978) predominantly white. Daniel Payne College (AL) and D.C. Teacher's College (WDC) were shown on earlier lists but are omitted here-the former has closed and the latter has been incorporated within the University of the District of Columbia.

APPENDIX E

A Listing of Newer Predominantly Black Colleges (NPBC's)
from the
National Advisory Committee on Black Higher Education Black Colleges and Universities

This is the most current listing of newer predominantly Black colleges (NPBC's) available. It is based on Fall 1978 enrollment figures. Both the total and full-time enrollments at the schools listed were over 50% Black, thus qualifying it as an NPBC based on criteria set forth by the Committee.

The previous listing released by the Committee was based on Fall 1976 enrollment data. Five of the institutions in the 1976 list were deleted (3 have either closed or currently enroll no students; the other 2 are still open but currently are predominantly white). Twenty-four institutions have been added and the University of the District of Columbia was formed through a 1977 merger of Washington Technical Institute, Federal City College, and D.C. Teacher's College.

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NEWER PREDOMINANTLY BLACK COLLEGES (NPBC's)
(as of Fall, 1978)

<u>REGION</u>						
NAME OF INSTITUTION	CITY/ZIP	LEVEL	CONTROL	BLACK PERCENTAGE OF TOTAL ENROLLMENT	BLACK PERCENTAGE OF FULL TIME ENROLLMENT	
<u>NORTHEAST</u>						
Massachusetts (1)						
Roxbury Community College ^{1/}	Roxbury 02119	2	Public	58.8	57.4	
New Jersey (1)						
Essex County College	Newark 07102	2	Public	70.1	71.0	
New York (8)						
City University of New York						
Manhattan Community College	New York City 10019	2	Public	52.3	53.4	
Bronx Community College	Bronx 10453	2	Public	52.1	51.3	
Moder Evers	Brooklyn 11225	4	Public	87.0	87.0	
York College	Jamaica 11451	4	Public	56.1	54.3	
College for Human Services	New York City 10014	2	Private	64.6	64.6	
Interboro Institute	New York City 10003	2	Proprietary	50.8	50.8	
Taylor Business Institute	New York City 10036	2	Proprietary	51.0	51.0	
Madams Hall Seminary College	Ogdensburg 13669	4	Private	88.0	88.0	
Pennsylvania (1)						
Community College of Philadelphia	Philadelphia 19107	2	Public	61.6	61.3	
<u>NORTH CENTRAL</u>						
Illinois (10)						
Central YMCA Community College	Chicago 60606	2	Private	69.0	71.9	
Chicago Conservatory College	Chicago 60605	M	Private	58.2	57.9	
Chicago State University	Chicago 60628	M	Public	74.2	84.2	
City Colleges of Chicago						
Kennedy-King	Chicago 60621	2	Public	97.8	98.2	
Loop	Chicago 60601	2	Public	64.1	73.1	
Malcolm X	Chicago 60612	2	Public	89.9	91.6	
Olive-Harvey	Chicago 60628	2	Public	93.4	93.2	

NEWER PREDOMINANTLY BLACK COLLEGES (NPBC's)
(as of Fall, 1978)

REGION	NAME OF INSTITUTION	CITY/ZIP	LEVEL	CONTROL	BLACK PERCENTAGE OF TOTAL ENROLLMENT	BLACK PERCENTAGE OF FULL TIME ENROLLMENT
NORTHCENTRAL (con't)						
Illinois (con't)						
	Daniel Hale Williams University ^{1/}	Chicago 60644	4	Private	96.6	98.1
	National College of Education, Urban Campus	Chicago 60603	M	Private	60.6	61.3
	State Community College	East St. Louis 62201	2	Public	95.2	97.2
Kansas (1)						
	Donnelly College	Kansas City 66102	2	Private	54.6	55.7
Michigan (4)						
	Highland Park Community College	Highland Park 48263	2	Public	94.1	94.6
	Lewis Business College	Detroit 48235	2	Private	87.3	86.9
	Shaw College at Detroit ^{1/}	Detroit 48202	4	Private	99.3	99.4
	Wayne County Community College	Detroit 48201	2	Public	63.4	74.0
Missouri (3)						
	Harris Stowe College	St. Louis 63103	4	Public	75.1	78.6
	Pioneer Community College ^{1/}	Kansas City 64111	2	Public	66.0	59.3
	St. Louis Community College, Forest Park	St. Louis 63110	2	Public	54.0	57.7
Ohio (2)						
	Cuyahoga Community College, Metro Campus	Cleveland 44115	2	Public	60.1	66.6
	Payne Theological Seminary ^{1/}	Wilberforce 45384	P	Private	87.0	85.0

NEBER PREDOMINANTLY BLACK COLLEGES (NPBC's)
(as of Fall, 1978)

REGION	NAME OF INSTITUTION	CITY/ZIP	LEVEL	CONTROL	BLACK PERCENTAGE OF TOTAL ENROLLMENT	BLACK PERCENTAGE OF FULL TIME ENROLLMENT
<u>SOUTH</u>						
Alabama (3)						
	Booker T. Washington Business College ^{1/}	Birmingham 35203	2	Proprietary	100.0	100.0
	Southern Business College ^{1/}	Birmingham 35203	2	Proprietary	69.9	70.0
	Southern Vocational College ^{2/}	Tuskegee 36083	2	Private	96.4	96.5
Arkansas (1)						
	Capitol City Business College ^{1/}	Little Rock 72204	2	Proprietary	53.6	54.6
District of Columbia (2)						
	Strayer College ^{1/}	Washington, D.C. 20005	4	Proprietary	72.8	74.0
	University of the District of Columbia	Washington, D.C. 20008	M	Public	84.4	84.6
Georgia (1)						
	Atlanta Junior College	Atlanta 30310	2	Private	87.5	87.6
Maryland (1)						
	Community College of Baltimore	Baltimore 21215	2	Public	78.0	80.7
Mississippi (1)						
	Ministerial Institute and College ^{2/}	West Point 39773	2	Private	100.0	100.0
North Carolina (7)						
	Durham College ^{1/}	Durham 27707	2	Private	100.0	100.0
	Hamilton College	Charlotte 28202	2	Proprietary	67.5	68.2
	Jefferson College	Greensboro 27420	2	Proprietary	60.5	61.1
	Kings College-Raleigh	Raleigh 27601	2	Private	52.6	53.3
	Lafayette College	Fayetteville 28301	2	Proprietary	59.3	58.7
	Ronanoke-Chowan Technical Institute	Ahoshie 27910	2	Public	61.0	65.7
	Vance-Granville Community College	Henderson 27536	2	Public	50.4	56.0
South Carolina (5)						
	Beaufort Technical Education Center ^{1/}	Beaufort 29902	2	Public	51.6	54.7

NEWER PREDOMINANTLY BLACK COLLEGES (NPBC's)
(as of Fall, 1978)

REGION

NAME OF INSTITUTION	CITY/ZIP	LEVEL	CONTROL	BLACK PERCENTAGE OF TOTAL ENROLLMENT	BLACK PERCENTAGE OF FULL TIME ENROLLMENT
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SOUTH (con't)

South Carolina (Con't)

Columbia Commercial College	Columbia 29201	2	Proprietary	65.5	93.1
Denmark Technical Education Center ^{1/}	Denmark 29042	2	Public	95.0	94.9
Rice College ^{1/}	North Charleston	2	Proprietary	59.3	55.0
Williamsburg Technical Education Center	Kingstree 29556	2	Public	61.7	63.7

Tennessee (4)

American Baptist Theological Seminary	Nashville 37207	4	Private	84.0	82.6
Draughon's College	Memphis 38116	2	Proprietary	54.5	55.2
Draughon's Junior College of Business	Nashville 37919	2	Proprietary	60.2	62.8
Shelby State Community College	Memphis 38104	2	Public	64.1	81.4

WEST

California (3)

Compton Community College	Compton 90221	2	Public	76.9	69.6
Los Angeles Southwest College	Los Angeles 90047	2	Public	95.9	93.7
Los Angeles Trade-Technical College	Los Angeles 90015	2	Public	53.8	55.6

OUTLYING AREAS

Virgin Islands (1)

College of the Virgin Islands	St. Thomas 00801	M	Public	74.9	60.4
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^{1/} Pre-accredited

^{2/} Neither accredited nor a candidate

APPENDIX F

COMMISSIONED RESEARCH -- NATIONAL ADVISORY COMMITTEE ON BLACK HIGHER EDUCATION AND BLACK COLLEGES AND UNIVERSITIES

December, 1979

RESEARCHER	TITLE OF PROJECT	DUE DATE	FINAL REPORT REC'D	COST
Dr. Elvaalee Banks	"Analysis of Evaluation and monitoring Techniques, Policies and Practices in use for Determining Improvement in the Status of Blacks in Higher Education"	09/15/79	3/25/80	\$9,995.00
Ms. Leneta Gaines	"Historically Black Colleges and Universities: The State of the Art"	10/01/79	11/23/79	\$4,200.00
Dr. John A. Griffin	"The Participation of Blacks in Research and Policy Development Affecting Higher Education in Selected Institutes, Associations, and Foundations"	10/15/79	11/23/79	\$9,995.00
Dr. Raymond Hall	"Black Students in Higher Education"	07/01/79		\$9,266.00
Dr. Leonard Haynes	"A Proposal to Examine and Analyze the Plans of Selected States and the Federal Government to Improve the Status of Blacks in Higher Education"	09/28/79	5/13/80	\$9,268.00
Dr. Faustine Jones	"The Impact of Neoconservatism on Black Colleges, and on Blacks in Higher Education"	09/15/79	10/11/79	\$2,030.00
	"Systemic Problems Affecting the Participation of Blacks in Higher Education"	10/12/79	12/03/79	\$3,075.00
Dr. Barbara Love	"A Report on the Status of Blacks in Higher Education"	7/31/79	12/21/79	\$9,955.00
Mr. Franklin Moore	"Recommendations on Pre-College Programs to Increase Access"	07/02/79	10/23/79	\$4,994.00
Dr. Joel Nwagbaraocha	"Review of Long Range Planning in Higher Education"	10/15/79	11/06/79	\$4,448.80
Mr. Alex Poinsett	"Popular Rewrite of Report- Access: Increasing the Participation of Black Americans in Higher Education"	01/29/79	02/02/79	\$2,500.00
Mrs. Mary Roper	"Development of a Profile of Current Thinking in Higher Education Equity"	08/22/79	12/14/79	\$1,075.00
Mr. David Ruffin	"The Status of Blacks In Graduate and Professional Education"	10/15/79	11/13/79	\$3,420.00
Dr. Donald Smith	"Admissions and Retention Problems of Black Students at Seven Predominantly White Universities"	07/31/79	11/15/79	\$5,600.00
Dr. Stephen Wright	"The Black Educational Policy Researcher: An Untapped National Resource"	07/01/79	07/11/79	\$2,642.00

Dr. Barbara Powell	" Policy and Its Development-An Examination of the Involvement of Private Corporates entities in Philanthropy to Black Higher Education and Black Colleges"	04/30/80	06/09/80	\$4,000.00
Mr. Silas Purnell	"The Problems of Low-Income Black Students in Higher Education: A Community Perspective"	04/30/80		\$2,040.00

Grand Total \$ 88,503.80

APPENDIX G-1

Correspondence from Committee or Staff
to HEW Secretary, Commissioner of Education, etc.

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

TO : DR. ERNEST L. BOYER
COMMISSIONER OF EDUCATION

DATE JAN 23 1979

THRU : DR. ALFRED L. MOYÉ
DEPUTY COMMISSIONER FOR
FROM : HIGHER AND CONTINUING EDUCATION

SUBJECT: PROGRAM DELEGATE, NATIONAL ADVISORY COMMITTEE ON BLACK HIGHER
EDUCATION AND BLACK COLLEGES AND UNIVERSITIES

STATUS REPORT ON COMMITTEE ACTIVITIES

IN RESPONSE TO A REQUEST FROM YOU VIA MS. SANDRA GRAY, I AM
FORWARDING YOU A STATUS REPORT ON THE ACTIVITIES OF THE NATIONAL
ADVISORY COMMITTEE ON BLACK HIGHER EDUCATION AND BLACK COLLEGES
AND UNIVERSITIES.

MEMBERSHIP

THE CHARTER CALLS FOR A MEMBERSHIP OF 15 PERSONS AND "AT LEAST ONE
MEMBER SHALL BE FROM THE BUSINESS SECTOR". MR. ABRAHAM VENABLE OF
GENERAL MOTORS, WHO WAS THE ORIGINAL REPRESENTATIVE FROM BUSINESS,
RESIGNED ON SEPTEMBER 11, 1978 BECAUSE OF PRESSING DUTIES AT GM.
AFTER CONSIDERABLE SEARCH AND CONTACT WITH BLACK COMMUNITY LEADERS,
WE SUBMITTED THE NAMES OF TWO BLACK FEMALES (ONE PRINCIPAL, ONE
ALTERNATE) ON OCTOBER 12, 1978. TO DATE WE HAVE BEEN UNSUCCESSFUL
IN GETTING THIS VACANCY FILLED.

CHARTER

A REVISED CHARTER EXTENDING THE LIFE OF THE COMMITTEE TO DECEMBER 22,
1979, WAS SIGNED BY SECRETARY CALIFANO ON DECEMBER 7, 1978.

MEETINGS

THE COMMITTEE HAS HELD SEVEN REGULAR MEETINGS AND ONE SPECIAL MEETING
SINCE ITS INCEPTION. THE SPECIAL MEETING WAS REQUESTED BY YOU AND WAS
HELD IN AUGUST 1978. DATES AND LOCATIONS OF ALL MEETINGS ARE:

SEPTEMBER 12-14, 1977
EMBASSY ROW HOTEL
WASHINGTON, D.C.

PAGE 2 - DR. BOYER

NOVEMBER 28-29, 1977
DEMONSTRATION CENTER
ROOM 1134, FOB 6
WASHINGTON, D.C.

FEBRUARY 13-14, 1978
SHOREHAM AMERICANA HOTEL
WASHINGTON, D.C.

APRIL 10-11, 1978
CAPITAL HILTON HOTEL
WASHINGTON, D.C.

JUNE 12-13, 1978
HARAMBEE HOUSE HOTEL
WASHINGTON, D.C.

AUGUST 3-4, 1978
EDUCATION DIVISION CONFERENCE CENTER
ROOM 3000, FOB 6
WASHINGTON, D.C.

SEPTEMBER 11-12, 1978
CLARK COLLEGE
ATLANTA, GEORGIA

DECEMBER 4-5, 1978
HARAMBEE HOUSE HOTEL
WASHINGTON, D.C.

DATES OF FUTURE MEETINGS ARE:

MARCH 5-6, 1979
DILLARD UNIVERSITY
NEW ORLEANS, LA

JUNE 4-5, 1979

SEPTEMBER 10-11, 1979

DECEMBER 17-18, 1979

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THE MEETINGS ARE GENERALLY SO WELL ATTENDED BY GOVERNMENT, COMMUNITY, AND EDUCATIONAL OFFICIALS THAT IT IS NECESSARY TO HOLD THEM IN A NONGOVERNMENT FACILITY IN ORDER TO ACCOMMODATE THE ATTENDEES AND PARTICIPANTS.

THE ATTENDANCE OF THE MEMBERS HAS BEEN EXEMPLARY AND WE HAVE NOT HAD TO CANCEL ANY SESSIONS FOR LACK OF A QUORUM.

PRIOR TO EACH MEETING, A TENTATIVE AGENDA, DRAFT REPORTS, INFORMATION DOCUMENTS, ETC. ARE ASSEMBLED IN AN INFORMATION KIT FOR EACH MEMBER. THESE ARE EITHER MAILED PRIOR TO THE MEETING OR DELIVERED TO EACH MEMBER'S HOTEL ROOM THE EVENING PRECEDING THE MEETING.

THE MEETING IN ATLANTA PROVED SO SUCCESSFUL, IN TERMS OF INPUT FROM THE HIGHER EDUCATION COMMUNITY, THAT THE MARCH 5-6, 1979, MEETING IS SCHEDULED TO BE HELD AT DILLARD UNIVERSITY IN NEW ORLEANS, LA.

THE STAFF MAINTAINS A FILE OF OVER 300 INDIVIDUALS AND ORGANIZATIONS WHICH HAVE REQUESTED ADVANCE NOTICES OF MEETINGS, COPY OF MINUTES, THE ANNUAL REPORT, AND FUTURE COMMITTEE REPORTS.

COMMITTEE REPORTS

THE COMMITTEE HAS ISSUED ONE FORMAL REPORT, ITS FIRST ANNUAL REPORT, "HIGHER EDUCATION EQUITY: THE CRISIS OF APPEARANCE VERSUS REALITY". IT HAS BEEN WIDELY QUOTED IN PROFESSIONAL AND LAY PUBLICATIONS, AND OUR SUPPLY OF 2,000 COPIES IS ALMOST EXHAUSTED.

A NUMBER OF REPORTS ARE BEING PREPARED BY STAFF AND CONSULTANTS IN RESPONSE TO THE COMMITTEE'S PLAN OF ACTION (PP. 33-38 IN THE ANNUAL REPORT). THESE ARE:

1. WE HOPE TO ISSUE OUR NEXT FORMAL REPORT BY THE END OF MARCH, "ACCESS: INCREASING THE PARTICIPATION OF BLACK AMERICANS IN HIGHER EDUCATION." A SUMMARY, POPULARIZED VERSION OF THIS STUDY IS ALSO BEING PREPARED.
2. "INSTITUTIONAL DIVERSITY AND THE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES" IS BEING PREPARED BY STAFF AND IS BEING REVISED IN ACCORDANCE WITH THE COMMITTEE'S SUGGESTIONS; IT SHOULD BE COMPLETED BY EARLY SUMMER.

PAGE 4 - DR. BOYER

3. SEVERAL REPORTS ARE BEING PREPARED BY CONSULTANTS TO FORM THE BASIS FOR COMMITTEE RECOMMENDATIONS ON HOW TO ACHIEVE QUALITY IMPROVEMENTS IN BLACK HIGHER EDUCATION:

BLACKS ON PREDOMINANTLY WHITE CAMPUSES -
DR. DONALD SMITH, BARUCH COLLEGE

EXEMPLARY PROGRAMS FOR BLACKS IN HIGHER EDUCATION -
DR. RAYMOND HALL, DARTMOUTH COLLEGE

4. A PAPER ON THE STIMULATION OF RESEARCH ON BLACK HIGHER EDUCATION BY BLACKS IS BEING PREPARED BY DR. STEPHEN WRIGHT, CONSULTANT, COLLEGE ENTRANCE EXAMINATION BOARD.
5. A STUDY ON THE EVALUATION AND MONITORING OF THE IMPACT ON FEDERAL, REGIONAL, AND STATE EFFORTS TO ACHIEVE EQUALITY ON HIGHER EDUCATION FACULTIES IS BEING PREPARED BY DR. BARBARA LOVE, UNIVERSITY OF MASSACHUSETTS.
6. WE HOPE TO COMMISSION SEVERAL OTHER STUDIES ON BLACKS IN 2-YEAR INSTITUTIONS, THE IMPACT OF NEW TESTING REQUIREMENTS ON BLACKS IN HIGHER EDUCATION, AND PRE-COLLEGE PROGRAMS FOR BLACK HIGH SCHOOL STUDENTS.
7. THE TWENTY-FIVE YEAR PLAN AND OTHER REPORTS WILL PROBABLY BE COMPLETED BY THE STAFF.

RESOURCES

THE STAFF, AS WELL AS THE COMMITTEE, ARE APPRECIATIVE OF YOUR UNDERSTANDING THAT SUFFICIENT RESOURCES ARE REQUIRED TO DO A CREDITABLE JOB WITHIN A SHORT PERIOD OF TIME. THE INCREASED BUDGET (TO \$130,000) AND ADDED STAFF ALLOCATION WILL BE OF ASSISTANCE.

ALTHOUGH THE TRANSFER OF FUNDS WAS HANDLED EXPEDITIOUSLY, WE HAVE EXPERIENCED CONSIDERABLE DELAY IN BRINGING THE STAFF ABOARD. IT TOOK 3½ WEEKS TO ARRANGE A DETAIL, 5 WEEKS TO PROCESS THE PAPERS FOR THE SENIOR STAFF PERSON, WE STILL HAVE NO SECRETARY OR THE BACKUP TYPIST,

PAGE 5 - DR. BOYER

AND THE PAPERS FOR THE THREE PART-TIME STUDENT ASSISTANTS ARE SOMEWHERE IN THE "PIPELINE".

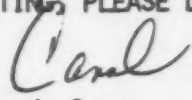
FURTHER, THE PROCESSING OF PURCHASE ORDERS/CONTRACTS FOR THE COMMISSIONED PAPERS AND MEETING SPACE TAKE SO LONG THAT WE HAVE COME NEAR LOSING THE COMMITMENTS. IN A CLIMATE SUCH AS THE ONE IN WHICH WE ARE OPERATING, A WEEK'S DELAY COULD BE TANTAMOUNT TO FAILURE.

OTHER THOUGHTS

1. PERHAPS YOU COULD CONVENE A SHORT MEETING WITH LOIS HARTMAN, FRANK McGETTRICK, MR. PICKMAN, AND ALONG WITH ME, DR. MOYE OR DR. SPEARMAN. WE COULD IMPRESS UPON ALL CONCERNED THE NECESSITY TO MOVE EXPEDITIOUSLY.
2. SINCE THE PRESIDENT HAS ISSUED HIS DIRECTIVE ON BLACK COLLEGES, IT IS IMPERATIVE THAT YOU MOVE SWIFTLY TO THINK IN TERMS OF WHO WILL BE THE SPOKESPERSON IN OE ON BLACK COLLEGES. HOPEFULLY, THAT INDIVIDUAL WILL ALSO BE THE CATALYST FOR CARRYING OUT THE DIRECTIVE WITHIN OE AS WELL.

IT IS MY UNDERSTANDING THAT LOUIS MARTIN AT THE WHITE HOUSE HAS LIMITED STAFF ABILITY. WOULD YOU CONSIDER IT ADVISABLE TO ASK MR. MARTIN IF HE COULD USE SOMEONE KNOWLEDGABLE ABOUT BLACK AFFAIRS FROM MY STAFF ON A SHORT-TERM DETAIL? SUCH A MOVE MIGHT REINFORCE OUR COMMITMENT TO THE PRESIDENTIAL DIRECTIVE.

MS. GRAY STATED THAT YOU MAY WANT AN EARLY MEETING WITH THE COMMITTEE, IF YOU WOULD LIKE TO BE ON THE AGENDA FOR THE MARCH MEETING OR IF YOU WANT ME TO CONVENE ANOTHER CALL MEETING, PLEASE LET ME KNOW.


CAROL J. SMITH

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

TO : Dr. Alfred L. Moyer
Deputy Commissioner for Higher
and Continuing Education
THRU : Dr. Leonard H. O. Spearman
Associate Deputy Commissioner
FROM : Program Delegate, National Advisory Committee on Black
Higher Education and Black Colleges and Universities
SUBJECT: Status of Committee Activities

DATE: April 17, 1979

It occurs to me that it's about time to bring you up to date on the status of our activities and at the same time to alert you to some impending problems.

I. Office Space

The telephones are to be installed today at our new office quarters (1100 17th Street, N.W., Suite 706) and the additional furniture is to be delivered soon thereafter. If all goes well we should be in our new quarters by April 27th. I sincerely hope that it will be no later than this since we must soon publish the notice for our next meeting in the Federal Register, and we must publish the physical location of the Staff.

II. Finances

We estimate that we have already spent, obligated or have immediate plans for \$71,000 of our \$130,000 budget. The balance will be used to commission further research papers, to purchase materials and reports, and for printing. I anticipate that this balance will be sufficient for the remainder of this fiscal year.

I am a bit nervous, however, (as is the Committee) that we will be allotted only one-fourth (1/4) of our "normal" budget of \$50,000 for October - December, 1979. We anticipate a flurry of activities as we attempt to meet the December 21st deadline for wrapping up all Committee reports and recommendations. Now, this brings me to my most serious problem - staff.

III. Personnel

The Committee's staff now stands at thirteen (13) including myself: Three (3) temporary consultants, three (3) college student aides, one (1) temporary secretary, one (1) temporary typist, one (1) full-time typist, one (1) full-time professional aid, one (1) part-time typist/assistant, and one (1) person on detail from BSFA

Page 2 - Committee Activities

PROBLEM - Mrs. Glenda Partee-Scott's appointment ends in August, Mrs. Linda Lambert's appointment ends September 21st; two of the student aide's appointments end in July and September. Mrs. Charlotte Thompson's detail is scheduled to expire July 16th. This means that at the time of greatest activity, I will be losing half of the staff. I am therefore, requesting your attention and assistance to make sure that the Committee does not find itself without sufficient staff at the end of this calendar year.

IV. Other Activities

At the last meeting, the Committee gave final approval for the publication of Mrs. Lambert's report, "Access of Black Americans to Higher Education: How Open Is The Door?" At the time it was being typed for printing not only was our Hag Card removed, but three (3) of the new typewriters were inoperable. As of today they are still not usable. However, being very creative we have borrowed machine time from other offices and anticipate forwarding this report to the printers within the next week.

Mrs. Partee-Scott's report on "Institutional Diversity" is in its 3rd draft and we anticipate that it will be ready for final typing after the June meeting.

Mrs. Lambert, along with three (3) Committee members, has begun the work on the Twenty-five (25) year Plan. (Item eleven (11) in the Committee's Charter.)

Dr. Cooke and Mrs. Partee-Scott are assisting me in the completion of the reports for Charter areas 2, 4, 5, 6, 7, 9, 10, and 12.

It looks as though I will have to draft the Committee's Second Annual Report myself. I anticipate that the remainder of this calendar year will be the shortest 8 1/2 months of my life!!

V. The Future

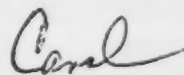
Ann Bailey informs me that since we do not know whether the Secretary will extend the life of the Committee I am to come up with a revised Charter and a new slate of members. The latter is a monumental task which I hope will not be for naught.

Page 3 - Committee Activities

VI. Assignment

Please work out some formal mechanism for keeping Committee staff informed of bureau and agency activities while we are physically out of sight.

Thank you.

A handwritten signature in cursive script, appearing to read "Carol".

Carol J. Smith

APR 18 1966

Honorable Joseph Califano, Jr.
Secretary
Department of Health, Education, and Welfare
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Mr. Secretary:

In accordance with the Charter of the National Advisory Committee on Black Higher Education and Black Colleges and Universities we are to examine all approaches to the higher education of Black Americans, as well as the needs of the historically Black colleges and universities and make recommendations to you, the Assistant Secretary for Education, and the Commissioner of Education. We are therefore forwarding you our recommendations on reauthorization of selected programs of the Higher Education Act of 1965, as amended.

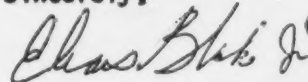
We have looked at the issues from the cutting edge of what we believe will benefit low-income students and the class of institutions which enroll significant proportions of low-income students. Any educational program which benefits the population at the lowest economic level will prove beneficial to Blacks. Recent data indicate that almost one-half of the Black first-time freshmen were from families with incomes of \$8,000 or less, compared with 7 percent of white freshmen. Institutions serving a disproportionate number of these students are indispensable to the continued movement of the Nation toward equal access as well as achievement. It will continue to be important to recognize the unique burdens these institutions take on as they serve the Nation's goals.

Page 2 - Joseph Califano

It is clear that the clientele of the historically Black colleges and universities are most vulnerable and are becoming the unintended victims of aggressive efforts to collect loans and to minimize fraud and abuse. We applaud these efforts. Our concern is that large numbers of deserving students are being caught up in these efforts. In our recommendations is the strong theme that the new legislative proposals and the regulations they support not slow our progress toward equal opportunity.

We hope that you will consider these recommendations.

Sincerely,



Elias Blake, Jr.
Chairperson

Enclosures

Reauthorization Recommendations for:

1. Student Financial Assistance
2. Graduate and Professional Opportunity Program
3. TRIO Programs
4. Developing Institutions Program

APR 18 1979

Dr. Mary F. Berry
Assistant Secretary for Education
Department of Health, Education, and Welfare
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Dr. Berry:

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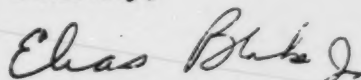
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Page 2 - Dr. Berry

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Elias Blake, Jr.
Chairperson

Enclosures

Reauthorization Recommendations for:

1. Student Financial Assistance
2. Graduate and Professional Opportunity Program
3. TRIO Programs
4. Developing Institutions Program

APR 18 1965

Dr. Ernest Boyer
Commissioner
United States Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Dr. Boyer:

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Sincerely,



Elias Blake, Jr.
Chairperson

Enclosures

Reauthorization Recommendations for:

1. Student Financial Assistance
2. Graduate and Professional Opportunity Program
3. TRIO Programs
4. Developing Institutions Program

EB:leb/4/18/79

REALTHORIZATION OF THE HIGHER EDUCATION ACT--
STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM - TITLE III -- AN ANALYSIS

Authorization

Section 301-306 of Title III of the Higher Education Act of 1965, as amended.

Program Description

The language of Title III provides that:

"The Commissioner shall carry out a program of special assistance to strengthen the academic quality of developing institutions which have the desire and potential to make a substantial contribution to the higher education resources of the Nation but which are struggling for survival and are isolated from the main currents of academic life."

74 The programs allowed under Title III include faculty and curriculum development, administrative and management improvement, and student services. Two-year and four-year public and private institutions are funded. The current appropriation is \$120 million dollars with a 24 percent set-aside for two-year colleges.

The statute authorizes cooperative arrangements between the grantee developing institutions and other colleges and universities, business firms, or organizations in order to draw upon their talent and expertise. The statute also authorizes National Teaching Fellowships and Professors Emeriti. All such arrangements should strengthen the grantee institution's academic program or administrative capacity.

66 85 The grantee institutions must pay an unspecified part of the cost for the funded programs. Amendments in 1972 and 1974 have waived certain accreditation requirements for institutions on Indian reservations or institutions serving substantial populations of Native Americans or Spanish-speaking people. A waiver was also enacted for the non-federal share of the cost of certain programs, including the College Work-Study Program.

Issues

The primary problem facing the reauthorization task force is the purpose and future direction of the program. In addition certain decisions must be made concerning program operations. The issues are: (1) what specific groups or subgroups are to be served by the program; (2) whether the program should continue to support community colleges; (3) whether the authorization level should be increased; (4) the length of grantee participation; and (5) the need for cooperative arrangements. Each issue is discussed below and committee recommendations are given.

PROGRAM PURPOSE

Implications

A number of different purposes have been inferred from the legislation including supporting historically Black colleges (HBCs), promoting desegregation activities and assisting colleges in financial management activities. This has led to confusion over eligible institutions, created program management and evaluation problems, and increased the pool of applicants. Each of these purposes is discussed below:

- 1. Financial Management - Many of the HBCs are in the need of technical assistance in management activities and welcome federal assistance in this area. However, their major problems do not stem only from poor management but from a lack of sufficient funds to expand and upgrade curriculum, faculty, and facilities. (Their student bodies are composed primarily of low-income students, their endowment funds are meager or nonexistent, and they have few sources of additional funds). Funds are also needed to upgrade management staff and equipment. A program focused primarily on upgrading institutional management activities would ignore these more fundamental problems.

Recommendations

- That the review of applicant efforts to improve financial and institutional stability give special consideration to the history and characteristics of HBCs which have resulted in their experiencing a disproportionate number of problems in these areas.

Issues

PROGRAM PURPOSE CONT.

Implications

- 2. Desegregation Activities - Many ●
of the Black public institutions
covered by the Adams Order currently
participate in the Title III program.
At a minimum, Title III funds could
not legally be used to support
activities which create, reinforce,
or impede the elimination of
segregated attendance patterns.

State officials have requested that
program resources be used to help
those institutions meet the additional
costs generated by efforts to eliminate
dual public systems.

The modification of program guidelines
to provide financial and technical support
for desegregation activities would require
a restructuring of Title III staff as well
as an amendment of the Higher Education Act.
(Legal and technical civil rights expertise
is not presently found within the
Institutional Development Program). This
option would also require substantial
involvement of OCR staff in program
operations. More important, the use of
current funds to support Adams activities
would exclude the funding of those
institutions which have not discriminated
in the past, i.e., private and non-southern
Black colleges.

Recommendations

The Committee agrees that
federal support will be needed
to implement the Adams plan.
However, it is felt that Title
III funds should not be used
for these activities. Separate
legislation should be proposed
to assist institutions in
implementing desegregation
activities.

Issues

PROGRAM PURPOSE CONT.

Implications

- 3. Aid to Historically Black Institutions -Title III has given special consideration to HBCs. (Although 70 percent of the grantees have been non-minority institutions, all of the eligible HBCs have participated). This is in line with the federal objective of increasing low-income and minority student access to postsecondary and graduate education.
- The quality of education provided in many HBCs is dependent to a large degree on services provided under Title III. If these institutions do not continue to operate, the Nation's ability to educate economically and educationally deprived students will be seriously impaired. It is doubtful that the majority of these students would be served by other four-year institutions in the immediate future. Title III funds provide one of the few sources of institutional aid for HBCs. To direct the focus of the program away from these colleges would surely result in many of them closing.

Recommendations

- That the proportion of funds allocated to institutions with high percentages of low-income minority students be increased.
- That a "grandfather clause" be inserted in the new regulations to assure a one-year continued eligibility of all HBCs currently participating in the Title III program.

PARTICIPATION-COMMUNITY COLLEGE

Community colleges provide low cost access to postsecondary education for economically and educationally disadvantaged and minority students. In addition, while enrollment in public four-year institutions is expected to decrease, the enrollment in community colleges is expected to increase.

ISSUES

IMPLICATIONS

RECOMMENDATIONS

PARTICIPATION-COMMUNITY COLLEGE CONT.

- The current legislation requires that 24 percent of the funds appropriated for Title III be awarded to community colleges. This percentage was based on the number of post-secondary students who were enrolled in these institutions as opposed to four-year institutions in the early '70s. However, the enrollment in community colleges has increased substantially, and it is expected that these colleges will be requesting a larger share of Title III funds in the future.
- While community colleges do offer access to a large number of minority students, they do not prepare them for graduate or professional education, which is a major federal objective. In one sense they compete with HBCs for students, without offering comparable services. In addition, Title X, the Community Colleges and Occupational Education Act, covers the policy objectives now funded under Title III. This act is authorized at \$150 million but is currently unfunded. Rather than further reduce the funds available for four-year institutions, particularly HBCs, it is suggested that support for these institutions be transferred to legislation specifically tailored to their needs.
- That the 24 percent set-aside for community colleges be deleted from Title III with services to these colleges transferred to Title X, community colleges act.
- That initial funding for Title X equal the current set-aside under Title III.
- That Title III funds not be used to fund Title X.

Issues

Implications

Recommendations

AUTHORIZATION LEVEL

- Related to program purpose is the issue of available funds. The appropriation for Title III has increased from an initial \$4 million in FY '66 and \$30 million in FY '67 to \$51,850,000 in FY '72. The present Title III program allocates \$120 million to fund institutions, including historically Black private and public colleges, small religious schools, colleges serving large percentages of Hispanic and Native Americans, and small financially weak, predominantly white institutions. (The appropriation now equals the authorization level.)
- That the appropriations ceiling for Title III funds be increased to a minimum of \$250 million. These additional funds will provide support to the increasing number of eligible applicants as well as expanded support to current grantees.

A total of 545 institutions applied for funding for FY '78; 303 institutions were funded. It is anticipated that the number of applications will increase for FY '79. The appropriation ceiling must be increased if the quality of services provided under Title III is to be maintained. Support for this argument is given in the fact that Title III is one of the few programs that offers institutional aid for undergraduate institutions. An alternative suggestion - that supplemental or matching funds be obtained from individual States - has been rejected because it would increase State control over program eligibility and operations. Many HBCs currently require federal funds because of neglect by State legislatures. This lack of sensitivity and commitment to the critical role of HBCs in providing access to higher education for certain groups could result in the loss of Title III funds by institutions whose States refused to match federal funds or the interference of States in program operations at institutions which do receive State funds.

Issues

Implications

Recommendations

LENGTH OF PROGRAM PARTICIPATION

- An ongoing issue surrounding this program is the length of grantee participation. (Some HBCs have received funding since the program's inception in 1966). Critics question the need to fund any institution indefinitely as well as the government's ability to provide long-term funding. This issue is critical in view of the program's current appropriation level and the increasing number of applicants. A related issue is the need to find alternate funding for those institutions which have relied primarily on federal funds to sustain program operations. Some grantees have no alternate resources if Title III funds are withdrawn. HBCs have limited financial resources and will continue to need external financial support.

- It is unrealistic to expect the Title III program to provide all of the financial support necessary for the functioning of HBCs. One option is the endowment fund plan. Under this plan the federal government would provide a one-time endowment of substantial funds from which colleges could draw interest. Variations include the colleges' attracting matching funds. A one-time endowment, if sufficient in size, could eliminate the need of some HBC's for continued Title III funds. However, current program funds should not be used to implement this plan since the amount needed would substantially reduce funds available for other institutional activities. (The endowment

- That developing institutions continue to be eligible for Title III funds, at the end of each grant period, for as long as the need persists.

Among others, two options should be considered as a means of reducing the dependency of HBCs on Title III funds:

1. A minimum of \$10 million should be appropriated to establish a fund to provide a one-time endowment for HBCs, and that any plan accepted and implemented be designed with a clear appreciation for the past record of neglect of these institutions. It must be recognized that an extended period will be required for achieving significant results from such a plan.
2. Title III legislation should be revised to allow grantees to engage in activities to develop their fund-raising capacity. Additional funds should be authorized for this activity.

Issues

Implications

Recommendations

LENGTH OF PROGRAM PARTICIPATION CONT.

could become a third type of award granted under subpart C of the regulations).

- Another option would be to authorize the use of Title III funds for fund raising activities. This would aid the institution in generating funds by providing technical assistance and would be of particular help to those HBCs which do not have an endowment fund. It would certainly require less funds than the endowment plan. However, if this option is chosen, Title III funding of other institutional activities should be continued until the endowment is large enough to maintain institutional operations.
- A third option is the provision of funds to HBCs through other federal programs in addition to Title III. The President has already asked every federal department and agency to identify ways to increase the participation of HBCs in their individual programs. However, to date, we have received no feedback on the status of these efforts.
- That use of Title III funds for fund raising activities be authorized.
- That procedures be implemented immediately to insure greater participation of HBCs in all programs funded under the Higher Education Act.

COOPERATIVE ARRANGEMENTS

- All institutional awards are currently made to cooperative arrangements. That is, in order to receive Title III funds, an institution must enter into a working relationship with other colleges or other types of assisting agencies or organizations. These cooperative arrangements are intended to offer support for the developing institution. However, the quality of assistance received in consortiums or from assisting agencies has been questioned
- That the requirement that all institutional grants be made to cooperative arrangements be deleted from the legislation. The appropriateness of a cooperative arrangement should be evaluated individually for each applicant based on current institutional resources and proposed programmatic activities.

Issues

Implications

Recommendations

COOPERATIVE ARRANGEMENTS CONT.

and will be monitored in FY 79. The issue is whether all grantees, particularly those which have participated in the program for several years, need this type of assistance to implement proposed program activities. More to the point, this restriction denies colleges the opportunity to select and utilize other resources, including individual consultants. This restriction also makes no allowances for changes in programmatic needs.

REAUTHORIZATION OF THE HIGHER EDUCATION ACT --
TITLE IV STUDENT ASSISTANCE -- AN ANALYSIS

Authorization

The Higher Education Act of 1965, as amended, is the statutory authority for six of the seven student assistance programs administered by the Bureau of Student Financial Assistance of the Office of Education.

Program Descriptions

The Bureau administers three grant programs, three loan programs, and one work-study program. They are described below:

Grant Programs (3):

1. The Basic Educational Opportunity Grant Program (BEOG)

The Basic Educational Opportunity Grant Program (BEOG) is the major instrument used to provide access for students to postsecondary educational institutions. As a "foundation" for all other federal, state, or private aid, the BEOG awards ranged from \$200 to \$1,400 to 1.975 million students in 1977-78 with an appropriation of \$1.7 billion.

2. The State Incentive Grants Program (SSIG)

The State Student Incentive Grants (SSIG) Program encourages states to establish their own undergraduate need-based grant programs. SSIG's match state aid money with federal funds on a dollar-for-dollar basis. In 1977-78, 240,000 students were aided with SSIG awards averaging \$500 (\$250 in federal funds) based on an appropriation of \$63 million. SSIG is intended to enhance reasonable "choice" for students to attend postsecondary educational institutions.

3. The Supplemental Education Opportunity Grants Program (SEOG)

The Supplemental Education Opportunity Grants (SEOG) Program, a campus-based program, is a last resort grant fund for exceptionally needy students. Through 3,600 postsecondary institutions, 58,000 students received SEOG awards averaging \$500 in 1977-78, based on an appropriation of \$270 million.

Loan Programs (3):

1. The National Direct Student Loan Program (NDSL)

The National Direct Student Loan Program (NDSL) was established initially as the National Defense Student Loan Program by the National Defense Education Act of 1958. It is the oldest student aid program administered by the Department. The program's purpose is to provide low interest deferred repayment loans to financially needy students through revolving funds held by participating schools. Loans are limited to \$2,500 for the first two years of postsecondary study, a total of \$5,000 for undergraduate study, and a total of \$10,000 through graduate studies. Repayment may be over a ten year period (repayment schedules set by schools) with three percent interest, beginning nine months after leaving school, with deferments and cancellations for specific kinds of public service. Each of the over 3,000 participating schools is responsible for managing the funds, making loan awards and determinations of student need, as well as for servicing and collecting the loans. Federal contributions to the capital funds are matched by school contributions equivalent to one-ninth of the federal share. During academic year 1976-77, 831,000 students were aided with over \$565.5 million in loans. The average loan about \$5 billion has been lent to some 4.5 million students.

2. The Guaranteed Student Loan Program (GSL)

The Guaranteed Student Loan Program (GSL) was established in 1965 to support and encourage state level programs of student loan insurance. By insuring loans against student default losses, and by providing subsidies, a "special allowance" to lenders (the difference between the borrower's interest rate and the market) and in-school interest payments on behalf of the borrower, the program encourages lending by commercial banks and other eligible lenders who otherwise would not make such loans. The program is unusually complex, having been amended in major ways nine times in its 13 year history. OE provides re-insurance of student loans (80 to 100 percent of losses depending on agency loan limits and other factors), interest and special allowance on agency insured loans, federal "advances" to strengthen agency reserve funds, and several kinds of administrative allowances to encourage collection of defaulted loans and other activities. Students residing in non-agency states and certain others are served by direct federal loan insurance.

3. The Health Education Program

The HEAL Program, established by the 1976 amendments to the Public Health Act, is another insured loan program intended to encourage lending in larger amounts to students enrolled in designated health related disciplines. Eligible lenders provide loan capital which is insured by OE against default. Unlike the GSL program, there is no in-school interest subsidy and no special allowance to lenders. Loans are limited to \$10,000 per academic year with a \$50,000 aggregate limit (the limits are less for pharmacy students). The repayment period (set by the lender is between 10 and 15 years with a 23 year "life of the loan" limit from disbursement. Like the GL program, there is no student "need analysis" concerning family finances. HEAL loan obligations may be cancelled (repaid by OE) at up to \$10,000 per year for borrower service in the National Health Service Corps or in designated shortage areas. Academic year 1978-79 is the first operational year of the HEAL program. Only a few hundred loans have been made thus far.

Work-Study Programs (1):

1. The College Work-Study Program (CWSP)

The College Work-Study Program (CWS) provides employment for needy students who require these earnings to finance their course of study. Students may apply who are enrolled at least half-time as graduates, undergraduates, or vocational students in approved postsecondary institutions. The institution is responsible for student placement on campus or off campus with a public or private non-profit agency. Students may be employed up to 40 hours per week. The appropriation for the CWS program is divided among the states according to legislative formula. Each institution receives a lump sum award which is disbursed to individual students. Individual awards cannot exceed 80 percent of total student earnings. For fiscal year 1978, \$435 million was appropriated by Congress for this program.

Issues

Implications

Recommendations

GENERAL

Multiplicity of Programs

There are a variety of grant and loan programs for students enrolled in post-secondary institutions. They are administered by the Office of Education, Public Health Service, Social Security Administration, Law Enforcement Administration, and the Veterans Administration. The policies and provisions governing these programs are often in conflict which has led to confusion and inequitable treatment for students, and administrative burdens for the institutions. General problems include:

- Adequate provisions should be made for on-going input by representatives of HBC's* in the development of major policies and procedures regarding student financial assistance programs. Current input is fragmented and often after the fact. Access to information on on-going program decisions is limited. The purpose of this input would be to identify the potential adverse impact of policy proposals on HBC's and their student populations.

Determination of Need

- Students must demonstrate financial need in order to qualify for assistance. The determination of need varies between programs.

- An attempt should be made to bring together all of the financial aid programs for the purpose of standardizing the needs assessment process.

Packaging Guidelines

- Once a student's needs have been established, how much or what type of assistance (grant, loan, and/or work-study) the student is offered varies among institutions. A student might be offered all loan assistance, all grant assistance, or a combination of both of these, plus work-study. However, because there are no consistent guidelines

- Packaging guidelines should be recommended which recognize the economic problems of low income families. Loans to marginal students during the first years of college should be made with a significant amount of advice and counsel. Making a loan to a student who has difficulty during his first years can effectively result in a heavy financial burden which will be difficult to handle should the student not be successful in completing college.

*NOTE: HBC's refers to the historically Black colleges.

Issues

Implications

Recommendations

Packaging Guidelines cont.

for packaging, this has become an area of confusion for students. In addition, there are no safeguards against inappropriate packaging by institutions insensitive to the economic conditions of low-income families.

- There should be an assurance of access to all programs by low-income and minority students.

Application Process

- While some progress has been made, the multiple forms and processes used continue to be confusing and complex. This has sometimes resulted in delayed funding or eligible students receiving inadequate funding.

- Conflicting guidelines and terminology should be eliminated.
- Steps should be taken to increase student, parent, and institutional staff understanding of program availability, procedures, etc.

Program Administration

- Administration of financial aid programs produces a significant burden for institutions. Most HBC's are dealing with less than 1,500 students but are running full blown financial aid programs. Yet on a per student basis they are receiving the same per student amount to run those programs as are institutions with 50,000 students.

- Significantly reduce the burdens of program administration currently experienced by HBC's in terms of time, staff and other costs. In this regard, the option selected should allocate federal, state, and institutional responsibilities for program administration based on a realistic analysis of the resources available within each group as well as the federal government's stated commitment to the continuation of HBC's.

Issues

Basic Educational Opportunity
Grant Issues

Family Contribution

Implications

- Parents and students have a portion of their income and assets "taxed" as being available for the payment of educational expenses. This amount is deducted from the cost of college attendance in determining a student's need for financial assistance. Although adjustments are made for inflation, average incomes increase at a greater rate than the cost of living. As incomes rise, a student near the cutoff point for eligibility, based on current family income, will either become ineligible for awards or receive a smaller grant. Yet the family's financial condition may have, in reality, remained the same. The issue then is what steps, if any, should be taken to stabilize the number of eligible students. Current suggestions include increasing the award level, changing income assessment rates, and "holding harmless" students currently eligible for awards.

Recommendations

- Develop a formula for determination of family contribution which does not jeopardize eligibility either because of minor increases in income or the influence of inflation. The emphasis should be on protecting the low income students' eligibility.

Issues

Half Cost Limitations

Cost of Attendance

Implications

- BEOG legislation limits the award amount to half the cost of a student's education. This provision reflects the belief that the student and/or his family should assume some responsibility for educational expenses. The self-help concept is viewed as a positive aspect of federal policy. However, for the low-income student this often results in the need for large loans and consideration of only those colleges with relatively low tuition rates. This is in direct conflict with the federal objective of providing equal access and equitable treatment for all students. It is clear that the BEOG Program was never intended to cover all of a student's educational costs. Therefore, if it is to equalize the relative financial situation of this group while reducing their dependence on loans, this limitation must be revised.
- Cost of attendance is defined specifically only for the BEOG Program. This cost is a critical element in determining student need.

Recommendations

- The Congress should consider a more adequate level of support for BEOG by increasing its appropriations. This is essential to the maintenance of the "hold harmless" provision for low-income students.
- Provision should be made for an automatic progression in the BEOG ceiling which reflects increased cost of education.
- Consideration should be given to establishing an SEOG ceiling which permits awarding students grants of 60% of the need which has not been met by BEOG.
- Consideration of one of the following options with respect to determination of grants for BEOG. (1) that the half-cost limitation be changed to half of student need, or (2) that the limitation be increased to 60% of cost--which-ever is larger.
- (See recommendations for Half Cost Limitations.)

Issues

Implications

Recommendations

Loan Program Issues

Availability of Loans

- Although there are seven different student financial aid programs for post-secondary education, there is insufficient capital in each. In the NDSL Program, there has been inadequate loan collection by some schools along with declining federal appropriations. In the GSL Program, the availability of loans varies by region and commercial lender. These conditions have resulted in inequitable treatment especially for low-income students who often find themselves borrowing from several sources with different interest rates and repayment terms. The issue is how to insure the availability of loan capital to all students regardless of income or geographic location.
- A number of options are being suggested. They include: (1) consolidation of all loan programs or only HEW programs under a national governmental agency; (2) increasing the responsibility of state and non-profit lending agencies for loans and collection; (3) retaining separate programs but creating uniform program policies. Each option offers procedures to assure the availability of loans to all students.

- Because the information required to perform an in-depth technical analysis of each option is not available, no specific choice is being endorsed. However, in view of the unreliability of private capital and the problems currently being encountered in loan collection by many colleges which enroll large percentages of low-income students, it is recommended that the federal government assume primary responsibility, either directly or indirectly, for the availability of loan capital to all eligible students.
- However, the key to success of the GSL program is local banking institution involvement. Yet, many banks hesitate for one reason or another to provide loans to students. By shoring up the collection process and reducing the potential for suffering losses due to defaults, banks can be encouraged to take a greater part in the provision of funds to students.
- The possibility of a more active role by states in the securing of loans to students is of course an option to be considered.

Issues

Repayment Process

Implications

- The diversity of loan terms, interest rates and payment schedules has resulted in serious repayment problems: (1) under current laws, loans provided by different programs cannot be consolidated (some loans have identical or overlapping repayment periods); (2) many students are not informed of repayment periods or schedules until graduation; (3) many students do not participate in the NDSL required exit interview (the GSL Program does not require an interview); (4) the grace period before repayment begins varies by program; and, (5) income in the early years after graduation often does not provide sufficient funds to meet loan repayment terms. The issue is now can repayment procedures be revised to reduce the confusion and hardship experienced by student borrowers. This problem is a serious one for low-income students who tend to incur the largest debts.
- The so called "ballooning payments" concept as initiated in the housing industry offers a hopeful option for relieving the repayment burden on students. The concept allows lower repayments during smaller income levels and higher amounts with increasing earning potential.

Recommendations

- A timely diverse aid program is to be applauded if it in fact offers a real set of options for the acquisition of aid by students. However, diversity as presently outlined tends to cause hardships to students at the time of repayment, e.g., GSL and NDSL in combination. An exploration should be made of the impact of such hardships for the purpose of eliminating conflicting or duplicative payment schedules. The object should be reduction of confusion and hardship experienced by student borrowers.
- The consolidation of loan repayments across federal agencies, or even within OE, would facilitate the implementation of the recommendations listed above. However, it is recognized that there would be much resistance to such a proposal. At a minimum, the consolidation of loans with low interest rates should be advocated.
- That the repayment schedules allow for smaller payments during the first three years following graduation.

Issues

Repayment Process cont.

Implications

- The importance of maintaining the low interest rate student loan in NDSL can not be over emphasized. The burden of high repayment schedules and exorbitant rates can not help but greatly reduce the numbers of low income students who apply.
- The cancellation clause of NDSL allows students to cancel, on a yearly basis, certain percentages of loans for work after graduation in certain high impact institutions (settings). This is seen as a significant incentive for bringing qualified individuals into the areas.
- The present situation provides that once an institution has turned over an uncollected loan to the government for collection the total amount which is ultimately collected by the government is retained by the government. This has contributed somewhat to the level of uncollected defaults in those States which do not allow State money to be given to the Federal government (1/10th of the loan to a student is the State's matching amount). Under the new regulations as proposed the 1/10th State matching amount would be returned to the institution. Though an improvement which will enhance the picture on collections, it does not go far enough.
- Current procedures penalize future students and not the ones who have defaulted on their loan repayments.

Recommendations

- Reaffirm the purpose and intent of the NDSL and GSL programs toward aiding low-income students.
- The cancellation clause should be maintained as a viable part of the NDSL program.
- One hundred percent of the government's collections on defaulted loans should be turned over to the schools or to that class of school which exercises due diligence in attempting to collect on defaults. The nature of the student bodies involved at those institutions, and the economic conditions under which they and their families find themselves, make many of them high risks on defaults and thus a particular burden for those schools that have significant numbers of them in attendance. Classification of these institutions as negligent or lax in the administrative procedures may thus be unfair. Their task is greatly more difficult and government help in collections is thus appropriate. In addition the collected defaulted monies should be returned to the institution as capital for aiding additional students.

Issues

Default Rates

Implications

- The need for multiple loans, conflicting repayment schedules, and federal mismanagement of these programs has resulted in high default rates for both the NDSL and GSL Programs. The federal government has instituted specific actions to reduce defaults including installing a computerized billing system, increasing collection personnel, and accepting defaulted NDSL loans from institutions for collection. All of these actions are seen as positive steps.
- Of particular interest to the HBC's is the amended statute of the guidelines which would allow the institutions to return notes to OE for collection when default has been determined. This change will also enable some state institutions, which are currently prohibited by state law from surrendering a state asset to the federal government, to assign their defaulted NDSL notes to OE for collection, since the colleges' one-tenth contribution would be returned on collection.
- Other procedures being implemented can have a negative impact on HBC's, i.e., relating federal contribution of new capital to the reduction of institutional default rates and the evaluation of student assistance program management procedures as a criteria in the awarding of Title III funds. The lack

Recommendations

- The blame for problems related to default can not be attributed to either or any one party. The program because of its design has some inherent management difficulties. Therefore, the government should provide adequate resources to institutions which allow them to adequately manage the aid programs.
- Where problems of management of the programs do exist each should be evaluated according to some established criteria and each individual institution's need for assistance determined. An across the board establishment of criteria is inappropriate.
- Whatever the process, i.e. institutional collection or government responsibility for collection, there should be an open sharing of information between the two which will make the job possible.
- The ultimate result of changes ought of necessity be that future provisions designed to reduce default rates continue to assure minority and low income student access to loan capital.

Issues

Implications

Recommendations

Default Rates cont..

of "due diligence" by some institutions has resulted in a portion of the default problems, and it is agreed that all institutions must make concerted efforts to improve their collection efforts. However, some of the conditions which influence institutional program management (i.e., limited staff and financial resources to implement full scale collection efforts and the enrollment of many students likely to default (low income students are overburdened by loans) are not being given full consideration in policy determinations. In effect, some HBC's may be penalized for conditions over which they have little or no control.

Administrative Allowances

- The Financial Aid Office at each institution is responsible for administering the various student aid programs. This is not an easy task in view of conflicting program guidelines and multiple requests for information. Unfortunately these offices tend to be understaffed with minimally trained staff. In HBC's these problems are compounded by the large number of students who receive financial assistance (in some of these colleges more than 90 percent of the students meet eligibility criteria). As a result, the costs of program administration for HBC's are extensive and will further increase when proposed regulations regarding fiscal administrative standards are implemented.
- Institutions are currently allowed to utilize 4 percent of campus based program (NDSL, SEOG, CWS) funds to cover administrative costs. However, this amount is grossly inadequate. There

- That the Department request full funding of the administrative allowance for the BEOG and GSL Programs.

Issues

Implications

Recommendations

Administrative
Allowances cont.

is a \$10 per student administrative allowance authorized in the legislation for the BEOG and GSL Programs. However, in spite of Department requests, to date Congress has not appropriated funds for this allowance. Without additional funds HBC's cannot improve their current management systems.

State Allotment Formulas

- Funds for the campus based programs (SEOG, CWS, and NDSL) are distributed to states by legislative formula and allocated among institutions on the basis of a yearly institutional application. Prior to this year, grantsmanship played a large part in the intra-state distribution of funds. However, this year OE has implemented procedures to facilitate the award of funds based on institutional need. These changes should result in a more equitable distribution of funds, particularly to those institutions which enroll large numbers of low income students.
- However, the effectiveness of these procedures will be limited by state allotment formulas which vary among the three programs:
 1. SEOG funds are apportioned among the states on the basis of relative number of persons enrolled in institutions of higher education in the states.
- That the legislation covering state allotment formulas for NDSL, SEOG, and CWS Programs be amended to insure that institutional need is the primary criteria used in the distribution of funds.

Issues

Implications

Recommendations

State Allotment
Formulas cont.

2. CWS funds are allotted among states on the basis of three factors -- relative number of persons enrolled in institutions of higher education, relative number of persons who are high school graduates, and relative number of persons under 18 years of age in low income families.
3. NDSL funds are apportioned among the states on the basis of relative number of persons enrolled in institutions of higher education.

- These formulas have not insured a need-based distribution of funds in the past. However, it is clear that Congress will resist any attempts to revise them. Part of their resistance is based on the fact that any revisions will probably require an increase in program appropriations. Yet revisions are necessary if these programs are to support the federal objective of providing equal educational access for low income and minority students.

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FURTHER ISSUES WHICH THE COMMITTEE MAY WISH TO DISCUSS

Issues

Implications

Current Perspectives

First Generation
Proposals

- Certain groups within the higher education community have proposed that student financial aid be primarily designated for students from families from which they would be the first generation to attend college. Such a proposal would be designed to increase the participation of those from families who are at the lowest level of the economic structure and to break a chain of poverty which is pervasive from generation to generation in certain families. The primary beneficiaries of this proposal would be Spanish and Native American students.

- This issue will eliminate large numbers of black students from eligibility who lack basic skills and background to do college work irrespective of their need--using only whether or not their parents went to college as the only criteria for eligibility.

- Recommendation: The proposal should be rejected.

Raising the Income Limit
for Eligibility to 150%
Above the Present Poverty
Level

- Such a proposal would throw the aid programs wide open--making every blue collar family in America eligible.

- Again, this proposal would greatly reduce the eligibility of significant numbers of black students. Presently only about 1/10th of black students who need such aid receive it. For every one middle income student admitted to eligibility nine black students would be eliminated. The only way to protect black student eligibility is through income. Keeping income limitations at the present level or lowering it, increases the chances that a black student will get the aid he needs. Increasing the middle class and upper income eligibility can only hurt lower income students.

- Recommendation: Keep income limitation at the lower level.

Issues

State Certification as
Lender under GSL

Implications

- Because of racial and socio-economic considerations the great majority of Black students have difficulty securing GSL from banks. The result is a disenfranchisement within this program.

Current Perspectives

- Certain groups have recommended that the States be certified as lenders so that loans under GSL could be secured through the State by Black students in just the way they are ideally secured from banks. The suggestion would provide an additional source for aid rather than a substitute.
- The implications of this are not clear. Will the States be as difficult to approach and work with as are the banks?
- Recommendation: The Committee should seek further study of the proposition prior to formulating a recommendation.
- Recommendation: Develop a package of aid for low income students which includes BEOG, SEOG, other grants and scholarships and work-study, in that order, (deemphasizing as much as possible CWSP) for the first year student.

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Deemphasizing Loan for
First Year Students

- Awarding loans to students from lower socioeconomic categories tends to work against the ultimate achievement of an education for students from this group. Giving a loan to first year students from welfare families and families below \$6,000 family income saddles this student with a liability, which if he is not successful in completing a degree, he will likely never be able to repay. Other forms of aid should be packaged for this group in order that a gauge of potential for success can be made prior to giving a loan.

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Issues

Satisfactory Progress
Rule

Implications

- The regulations provide that eligibility for aid be determined based on satisfactory progress toward completion of the degree. The rule discriminates against poor students in that if such a student, for instance, maintains a D average he might be eliminated from eligibility and thus unable to attend school. Whereas, the student who can afford to pay his own way can continue on with a D average.

Current Perspectives

- Recommendation: That all students on financial aid be guaranteed eligibility for 18 months no matter what their progress.

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Phase out of Social
Security Educational
Benefits

- Should Congress act on its plans to eliminate Social Security educational benefits large numbers of black students will be affected. For many Social Security is the only source of "family income" which when eliminated removes aid which is necessary for maintenance of a family just as is "family income" where both parents are able to contribute to such.

- Recommendation: It should be made clear where aid to replace this necessary contribution is to be secured if Social Security educational benefits are eliminated.
- Although we are aware of limited Federal monies available, we also are in agreement that all student aid should be geared to the most economically disadvantaged student.

REAUTHORIZATION OF TRIO PROGRAMS--
TITLE IV-A STUDENT ASSISTANCE--AN ANALYSIS

Authorization

Higher Education Act of 1965, as amended, Title IV-A, Subpart 4

Program Descriptions

100 The legislation authorizes programs designed to: (1) identify qualified youths from low income families; (2) prepare them for a program of postsecondary education; and, (3) provide special services for such students who are pursuing programs of postsecondary education. These special programs are carried out by the Commissioner of Education through grants and contracts with institutions of higher education and other public and private agencies and organizations. Services are specifically designed to assist youths from low income families who have academic potential but who may lack adequate secondary school preparation or who may be physically handicapped or disadvantaged because of severe rural isolation to enter, continue, or resume programs of postsecondary education. Six programs are listed in the law - five of these are currently funded: (1) Talent Search (TS); (2) Upward Bound (UB); (3) Special Services for Disadvantaged Students (SSDS); (4) Educational Opportunity Centers (EOC); and, (5) Training Authority for Special Program Staffs. (Not funded - Service Learning Centers.)

Programs

1. The Talent Search Program is designed to identify qualified youths, including qualified youths residing in areas of severe rural isolation, of financial or cultural need with an exceptional potential for postsecondary educational training and especially such youths who have delayed pursuing postsecondary educational training and encourage them to complete secondary school and undertake postsecondary educational training. The program also publicizes student financial aid programs and encourages secondary school or college dropouts of demonstrated aptitude to reenter educational programs. The goal of this program is to (1) increase the rate at which youths of financial or cultural need complete secondary school and enroll, with adequate financial aid, in postsecondary educational programs, (2) decrease the rate of secondary and postsecondary school dropouts, (3) increase the number of secondary and postsecondary dropouts who reenter educational programs, and (4) increase the postsecondary enrollment rate of youths who have delayed pursuing postsecondary educational training.

Programs

2. The Upward Bound Program is intended for youths from low income families who have academic potential, but who may lack adequate secondary school preparation, including those students whose inadequate secondary school preparation is a result of severe rural isolation. Without the intervention of the program, these students would not have considered college or other postsecondary enrollment, nor would they have been likely to have gained admission to or successfully completed college or other postsecondary schools. The program is designed to generate skills and motivation necessary for success in education beyond high school. The goal of the program, as stated in the regulations, is to increase the academic performance and motivational levels of eligible enrollees so that such persons may complete secondary school and successfully pursue postsecondary education programs.
3. The Special Services Program is designed to provide remedial and other special services for youths from low income families with academic potential, but who may be disadvantaged because of severe rural isolation who (1) are enrolled or accepted for enrollment at an institution of higher education which is a beneficiary of a grant or contract and (2) who by reason of deprived educational, cultural, or economic background, or physical handicap, or limited English speaking ability, are in need of such services to assist them to initiate, continue, or resume their postsecondary education. The goal of the program is to increase the retention and graduation rates of such students.
4. Educational Opportunity Centers are intended to serve areas with major concentrations of low income populations by providing, in coordination with other applicable programs and services: (1) financial aid and academic information on postsecondary programs; (2) assistance in the admissions process, including preparing necessary applications; and (3) post-admissions counseling, tutorial, and related services.

The centers also serve as recruiting and counseling pools to coordinate resources and staff efforts of institutions of higher education and of other institutions offering programs of postsecondary education in admitting educationally disadvantaged persons.

While the legislated goals of the Talent Search, Upward Bound, and Special Services Programs are aimed at individuals in need of project services, the Educational Opportunity Centers are designed to serve residents of areas with major concentrations of low income populations. Consequently, any resident of a funded area is eligible to receive project services.

In addition to these four programs, the Commissioner is authorized to carry out training for staff and leadership personnel who specialize in improving the delivery of services to students under these programs. This training is provided by institutions of higher education and is carried out through short-term training institutes and in-service programs.

ISSUES

There are four major issues surrounding these programs. They are (1) what institutions should be eligible for SSDS funding; (2) what populations should be served by all the programs; (3) is there a need for program consolidation; and, (4) is the current authorization adequate to meet participant needs.

Institutional Eligibility
(SSDS) Program

IMPLICATIONS

Under current legislation, eligible applicants include "institutions of higher education, including institutions with vocational and career education programs, combinations of such institutions, public and private agencies and organizations (including professional and scholarly associations), and, in exceptional cases, secondary vocational schools." This definition not only complicates program administration, it obscures the purpose of the program. While low income and minority students are heavily clustered in community colleges and vocational and trade schools, they are still underrepresented in traditional four-year institutions. Costs, racial discrimination, and lack of

RECOMMENDATIONS

- That eligibility be limited to postsecondary institutions which offer a minimum of two years of course work toward a baccalaureate degree.

ISSUES

IMPLICATIONS

RECOMMENDATIONS

Institutional Eligibility
(SSDS) Program cont.

academic preparation have all contributed to this problem. In contrast, community colleges, vocational, and trade schools cater to the needs of these groups. In addition, while there are substantial funds available to community colleges and schools, similar support has not been afforded to four-year institutions. If the purpose of the TRIO Programs is to make all aspects of higher education available to the disadvantaged, participant eligibility should be limited to those institutions which cannot accommodate the educational needs of special populations.

Participant Eligibility

The TRIO Programs were instituted at different times over the last fourteen years in response to different perceived needs. The current law limits enrollees to "youths from low income families who have academic potential, but who may lack adequate secondary school preparation, who may be physically handicapped, who may be disadvantaged because of severe rural isolation." Each program has additional qualifiers. For example, Talent Search is to serve "qualified youths of financial or cultural need with an exceptional potential for post-secondary educational training." Special

- That participant eligibility be redefined for clarity and to assure the continued eligibility of all ethnic minorities and low-income students. That specific attention be given to the factors listed below:

1. Exceptions to qualification guidelines - grantees should be allowed to include a small proportion of students who do not meet the financial requirements, but who otherwise would qualify.

ISSUES

Participant Eligibility cont.

IMPLICATIONS

Services Programs are to serve students "with academic potential who are enrolled or accepted for enrollment at the institution which is the beneficiary of the grant or contract, and who by reason of deprived educational, cultural, or economic background, or physical handicap, are in need of such services." This has resulted in loopholes in the eligibility criteria that allows virtually anyone to participate in one of these programs.

Of course, these programs cannot serve all students, nor were they intended to do so. Academically underprepared youths from minority and low income families comprised the initial target population. This group continues to be underrepresented in four-year institutions and therefore should remain the primary recipient of service. Various options have been proposed for the redefinition of eligibility to assure this group's continued access to program services. Age, income, and/or parental educational level have been proposed as major criteria.

RECOMMENDATIONS

- 2. A physical handicap or geographic isolation should continue to qualify a student for services.
- 3. Need for Services - Grantees should be allowed to provide services to a small percentage of students based solely on need for the program.
- That the definition of terms be consistent across programs.

ISSUES

IMPLICATIONS

RECOMMENDATIONS

Program Consolidation

There is general agreement that some consolidation of effort is needed to reduce the duplication of services to overlapping populations. The coordination of services is mentioned in some of the regulations; however, major problems still exist in this area. Solutions include the grouping of programs by location (campus based or community based) or purpose (access or retention). The designation of programs in each category varies among proposals. No specific proposal is being endorsed at this time. Guidelines are offered for the review of major options.

- That proposals for the consolidation of programs be evaluated on the extent to which they meet the following objectives:
 1. Clarify program objectives.
 2. Support an increase in appropriations.
 3. Facilitate minority and low income student access to program services.
 4. Minimize institutional costs for program operations.
 5. Clarify the target populations to be served.
 6. Standardize the types of services to be provided by grantees.
 7. Assure the most efficient use of program resources.

Authorization Level

The FY 78 authorization level for TRIO Programs was \$200 million - fiscal 1978 appropriations amounted to \$115 million. This appropriation allowed the provision of salary increment dollars and new operating dollars to meet rising costs for existing projects and the funding of over 200 new projects. However, given the increased variety and concentration of services and the expanding target population, a substantial increase in funds is essential.

- That the authority for Service Learning Centers be eliminated.
- That the authorization level for TRIO Programs be increased to \$400 million (this figure is based on a projection of appropriation increase comparable to those received since fiscal year 1976).

REAUTHORIZATION OF THE HIGHER EDUCATION ACT
TITLE IX, GRADUATE AND PROFESSIONAL OPPORTUNITIES PROGRAM

Authorization

Parts A and B of Title IX of the Higher Education Act of 1965, as amended, is the statutory authority for the Graduate and Professional Opportunities Program (GPOP).

Program Description

This program is designed to support activities to increase access into graduate and professional education programs in which there is a demonstrated need and a distinct shortage of traditionally underrepresented groups, minorities and women.

Part A authorizes grants to strengthen and improve graduate and professional programs leading to an advanced degree. It permits the development of needed innovation and can support studies and research activities.

Part B provides graduate fellowships for study leading to an advanced degree in a graduate or professional study program. Initial awards go to first-year graduate students. Fellowships are subject to renewal for up to 36 months, and in some cases 48 months if funds are available. Fellows must study full-time and may not be employed. They receive \$3,900 for 12 months of study. The institution receives an equal amount to support its costs.

An institution of higher education may submit only one application: 1) an institutional grant under Part A; 2) an allocation of between 5-15 fellowships under Part B; 3) a combination of both.

Funding - For the 78-79 academic year \$3,230,940 was awarded to 55 colleges and universities. A total of 352 fellowships were awarded.

Issues

Implications

Recommendations

GENERAL

Long Range Planning

Fellowships are awarded on a yearly basis. However a student who remains in good academic standing may be refunded for up to four years providing certain conditions are met. (The availability of funds will play a large role in the continuation of fellowships.) This uncertainty prohibits long range planning by the institution and student.

That fellowships be awarded for as many years as are required to complete the course of study to facilitate planning by the institution and the student.

Program Evaluation

Specific guidelines based on program evaluation do not exist to determine which grants should be continued.

That provisions be specified within the Regulations for the utilization of program evaluation reports in determining the continuation of grants for each succeeding academic year.

Award Dates

The awards for the 78-79 academic year were announced after the academic year had begun. This hampered student and faculty recruitment and related program activities.

That procedures be implemented to insure that the award dates allow institutions sufficient planning time for recruitment and program development activities.

Appropriation

The current appropriation is inadequate to support the number of eligible students, individual student costs, or institutional costs.

That the appropriation level be raised to \$15 million to meet the needs for both institutional awards and of the fellowship awards and to increase the number of minorities and females with advanced degrees in under represented field attention needs to be given to the eroding effect

Issues

Appropriation cont.

PROGRAM REGULATIONS-
RELATIONSHIP BETWEEN
PARTS A AND B

Implications

The relationship between Subparts B and C of the regulations regarding the training of minority and female professionals is not definitive. Subpart B (Institutional Grants) states that in evaluating grant applications the Commissioner shall take into consideration "the extent to which the proposed project ranks high on". . .

- (1) activities which would assist in providing graduate and professional education to persons with varied backgrounds and experiences including, but not limited to, members of minority groups which are underrepresented in colleges and universities and in the academic and professional career fields to which the education leads.

Subpart C (Fellowships) states that the applications for fellowships will be evaluated in accordance with

Recommendations

of inflation on the \$3,900 fellowship award.

That the regulations for Subpart B and C be revised to specify:

That the training of minorities and females is the major focus of the program and thus the primary funding criteria. This could be accomplished by increasing the number of points given to this criteria.

Issues

PROGRAM REGULATIONS-
RELATIONSHIP BETWEEN
PARTS A AND B

Implications

Implications cont.

(c)(1) the institution presents persuasive evidence documenting the strength of its previous or current commitment to meet the needs of students it proposes to serve from minority groups which have been traditionally underrepresented in colleges or universities and academic and professional career fields (25);

(3)(ii) Consideration to the need to prepare a larger number of individuals from minority groups, especially from among such groups which have been traditionally underrepresented in colleges and universities and academic and professional career fields.

It is our understanding that the major focus of the GPDP program is the graduate training of minorities and females. If this is true, it should be clearly stated in the regulations. Furthermore, since institutional grants are to fund only those activities related to the program, the regulations should specify that the changes, innovation and/or additions to institutional programs must support fellowships by being tailored to the specific needs of minorities and females. (Current

Recommendations

That proposed activities to improve, strengthen or expand graduate programs be shown to be of special benefit to the training of minority and female students. This could be added as an additional criteria with appropriate points given.

That applicant institutions be required to indicate ways they plan to meet the needs of minorities and women in the areas of improvement in admissions policy, counseling and other support services, curriculum (especially in the area of field experiences and in job placement.

Issues

Implications

Recommendations

Implications cont.

regulations state only that the institutional programs assist in the education of these groups among others and awards only 20/100 points to this criteria).

Selection of Career Fields

The Bureau of Higher and Continuing Education originally stated that the Commissioner would define national need or national priority in terms of career fields chosen for funding. However, for academic year 78-79 institutions were allowed to identify career areas based on local-regional priorities. This resulted in the funding of fellowships for a variety of professions. (In fact several proposal reviewers stated that it was difficult to judge the relative priority of these fields without guidance from the Office of Education). For academic year 79-80 institutions were again allowed to identify career areas for funding. The only assistance provided is a list of national studies in this area. In view of regional differences and the limited number of fellowships available, it is felt that this listing does not offer sufficient guidance to institutions in choosing career fields.

That the legislation be amended to tie selection of career fields to research on the underrepresentation of minorities and women in specific fields.

That the Office of Education develop and distribute to applicants specific guidelines for the selection of career fields.

That guidelines list major career fields, ranking them in order of need, or, list these fields which would be excluded from funding.

That regional, as well as national priorities should be considered in the development of these guidelines.

Issues

Response to Historically
Black Institutions

Implications

Historically Black Colleges (HBCs) have an outstanding record in the successful education of minorities. Such a commitment is specified as a major funding criteria under Part C (Fellowships). As a result of their past effort the President, Secretary Califano and the Commissioner have pledged their support, not only to the continued existence of these institutions, but to their expansion. Such support is critical because these colleges must upgrade their faculties and facilities if they are to continue to offer quality educational opportunities. GPOF offers one source of aid to these institutions.

However, the regulations as well as the awards for the 78-79 academic year do not reflect a sensitivity to the needs of these colleges. For example HBCs received only 6 (23%) of the 26 institutional awards and 22 (16%) of the 352 fellowships. In addition Part A of the regulations prohibits grantees from using program funds for building construction or renovation.

HBCs received only a small percentage of the building grant awards in the 60's. Further, they

Recommendations

That special attention be given to the existence and potential of graduate and professional programs at HBCs in the determination of future institutional and fellowship awards by awarding points to schools with an excellent track record.

That serious consideration be given to a modification of the existing regulations with the express purpose of encouraging and facilitating cooperative relationships between historically white institutions which do have graduate capabilities in their respective curricula and historically Black colleges when such an arrangement could accelerate the achievement of established objectives.

That careful effort be made to insure the allocation of institutional awards to all HBCs granted fellowships.

Issues

Implications

Recommendations

Implications Cont.

must now compete with larger non-minority institutions for the small number of qualified minority faculty in a variety of fields.

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

TO Mr. James Pickman
Executive Deputy Commissioner for
Resources and Operation

THRU Dr. Alfred L. Moyer
Deputy Commissioner, BHCE

FROM Program Delegate, National Advisory Committee on Black
Higher Education and Black Colleges and Universities

SUBJECT Committee Staff

DATE: MAY 2 1979

Your insightful response last January to our December 14, 1978 memorandum regarding staff for the National Advisory Committee on Black Higher Education and Black Colleges and Universities leads me to hope that you will fully understand and be sympathetic to our current plight.

Working with the personnel regulations, we were finally able to hire temporary and part-time staff to perform the research and administrative work of the Committee. The staff now stands at 13, including myself:

- 3 temporary consultants
- 3 temporary college student aides (1 full-time, 2 part-time)
- 1 temporary secretary
- 1 temporary clerk-typist (currently on detail)
- 1 permanent typist
- 1 part-time typist/assistant
- 1 permanent professional aide
- 1 person on detail from BSFA

The problem is this. At the time of our greatest activity, when we will be accelerating our work pace to complete the extensive response to the Charter, appointments for half of the Committee's staff will expire.

Two of the college students have already been informed that they have passed their exams and will be receiving their Master's degrees shortly. Therefore, they will no longer be eligible for student assistant type appointments when their current appointments expire. (Incidentally both of them are tremendous researchers and on my advice have applied for Civil Service Ratings).

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Page 2 - Committee Staff

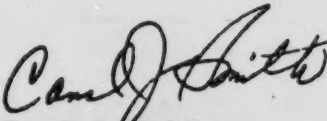
Charlotte Thompson's detail from BSFA expires at the end of this month. She is our chief statistician.

The appointments for 2 of the 3 senior staff consultants expire in August and September, respectively, at a time when they will be in the midst of writing up their research reports.

We will have commissioned about a dozen reports before the end of this fiscal year, and each one will have to be fitted into one of the five final reports designed by the Committee. At the same time a number of reports are being prepared by the staff. Our first major work is at the printer's now, and I believe it does credit not only to the Committee and the staff but to the Agency as well.

Actually, only a visionary with a zealous mission for enhancing Black higher education and Black colleges and universities would have proposed the Charter for this Committee. The functions lay out substantially more than 2 years work, and it took almost a year for us to get staffed up. I would be pleased to discuss this in more detail if this is your desire.

My request to you -- now that we have assembled this fantastic staff to perform this monumental task, can you assist us in retaining it until our work is completed? Your assistance will be greatly appreciated.


Carol J. Smith



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

JUN 15 1979

Honorable Joseph Califano, Jr.
Secretary
Department of Health, Education and Welfare
Washington, D.C. 20202

Dear Mr. Secretary:

In accordance with the Charter of the National Advisory Committee on Black Higher Education and Black Colleges and Universities, the Committee is to examine all approaches to the higher education of Black Americans as well as the needs of the historically Black colleges and universities and make recommendations to the Secretary of HEW, the Assistant Secretary for Education, and the Commissioner of Education in twelve (12) areas. The Charter also provides for the issuance of intermittent special reports and recommendations throughout the year, in addition to the Annual Report.

Attached is a copy of the first in a series of major research reports to be issued by the Committee. This report, "Access of Black Americans to Higher Education: How Open is the Door?", documents the quality of the participation of Blacks in higher education and cites the barriers to their full participation. It also offers recommendations for actions in focused areas for increasing and enhancing their access and participation.

This document responds to Charter area (1)— that the Committee make recommendations on "the identification of the several courses of action to raise substantially the participation of blacks in all forms of productive postsecondary education." Your comments and response to the recommendations will be greatly appreciated.

Sincerely,

Elias Blake, Jr.
Elias Blake, Jr.
Chair

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

JUN 15 1979

Dr. Mary E. Berry
Assistant Secretary for Education
Department of Health, Education and Welfare
Washington, D.C. 20202

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Elias Blake, Jr.
Chair

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

JUN 15 1979

Dr. Ernest L. Boyer
Commissioner of Education
Office of Education
Washington, D.C. 20202

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Chair

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

JUN 19 1979

Honorable Joseph Califano, Jr.
Secretary
Department of Health, Education, and Welfare
Washington, D.C. 20201

Dear Mr. Secretary:

Over the past year the National Advisory Committee on Black Higher Education and Black Colleges and Universities has given considerable attention to the Developing Institutions Program as a viable vehicle for enhancing Black colleges and universities.

After extensive deliberations, the following resolution was passed unanimously at the tenth meeting on June 4, 1979, at Tuskegee Institute, Alabama:

Resolution on Predominantly Black Colleges and the
Reauthorization of Title III of the Higher Education
Act of 1965

Whereas, predominantly Black colleges and universities historically have provided higher education for the overwhelming majority of Blacks and continue to produce nearly a majority of Black baccalaureates today; and

Whereas, the promise and intendment of the Thirteenth and Fourteenth Amendments to the Constitution were to secure the freedom, liberty, and equality of Blacks, which promise and intendment to this day have not been kept; and

Whereas, the original intendment and purpose of Title III of the Higher Education Act of 1965 were to enhance, strengthen, and benefit predominantly Black colleges and universities, and said Act is up for reauthorization:

Now therefore Be It Resolved that the National Advisory Committee on Black Higher Education and Black Colleges and Universities recommend to the Congress of the United States and the President of the United States through the Secretary of the Department of Health, Education, and Welfare that Title III of the Higher Education Act be made explicitly for the benefit of Black colleges and universities.

Sincerely,

Elias Blake, Jr.
Chairman



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

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Elias Blake, Jr.
Chairman



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

JUN 19 1979

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Department of Health, Education, and Welfare
Washington, D.C. 20202

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Sincerely,

Elias Blake, Jr.
Chairman

June 19, 1979

Mr. Frederick Bohen, Assistant Secretary
for Management and Budget
U. S. Department of Health, Education and Welfare
Hubert H. Humphrey Building, Room 510
200 Independence Avenue, S. W.
Washington, D. C. 20201

Dear Fred:

This is a follow up to our conversation at Tuskegee about the committee. Attached is the letter that we have sent to Mr. Pickman in order to get a waiver of the May 31 directive so that we can obligate a small amount of additional funds for the work of the committee; the amount is only about twenty thousand dollars (\$20,000). It would be distributed to two to three researchers for quick jobs that we need done. So you can see that the waiver is not requesting a major breach of the spirit of the directive.

Any support you can give us on this would be deeply appreciated. In talking again with Carol Smith, she suggested to me that she would like to be able to replace some of the staff that has eroded in the past few weeks. She is fearful that the staff will be caught in a similar kind of squeeze in terms of controlling cost in OE and HEW. It would be useful, however, to talk to Carol before proceeding in either case because we are trying to work these issues through and there may be some solution in the works that would make your good offices unnecessary. We suspect, however, that you may be able to be helpful.

Finally, we are working up a letter on the extension of the life of the committee; we will be sending that directly to Secretary Califano. It would be my hope that we would get that letter to him before July 1. As you could tell from the turnout, your visit and presentation to the committee was one of the highest points of the meeting at Tuskegee. It also indicated how high

Mr. Frederick Bohen, Assistant Secretary
Page 2
July 19, 1979

the interest is in and the appreciation of the administration's interests and efforts on behalf of the black colleges. It was good of you to have arranged your schedule to be able to come.

Sincerely yours,

Elias Blake, Jr.
Chairman

EBJr./fco

Enclosure

CC Ms. Carol Smith ✓

JUN 19 1979

Dr. James Pickman
Executive Deputy Commissioner
for Resources and Operations
U. S. Office of Education
Room 4027 FOS 6
400 Maryland Avenue S. W.
Washington, D. C. 20202

Dear Dr. Pickman:

In the course of our deliberations at the tenth meeting of the National Advisory Committee on Black Higher Education and Black Colleges and Universities on June 4, 1979, at Tuskegee Institute, Alabama, the following resolution was passed:

"Be it resolved that your memo of May 21, 1979, requesting each OE unit to obligate all procurement funds by May 31, 1979, places an unreasonable demand on the National Advisory Committee on Black Higher Education and Black Colleges and Universities. In a self contained OE unit in which 'outside deliberations' may not be required we can certainly understand the intent of this policy. However, in view of the need for this Committee to assure that its funds are responsibly allocated to those projects or activities which are essential and sound, and in view of the fact that this Committee's meetings and deliberations with OE staff are not on a day-to-day basis, we would be forced into unwise and hurried decisions. We therefore request your assistance in granting a waiver of this rule for this Committee."

Thank you for your cooperation in this matter.

Sincerely,

Elias Blake, Jr.

Elias Blake, Jr.
Chairman

cc:
Moye
Spears



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

June 30, 1979

Honorable Walter F. Mondale
President of the Senate
Washington, D.C.

Dear Mr. President:

I have the honor to transmit to you the Second Annual Report of the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

During the 1978 calendar year, the Committee addressed a number of issues related to Black Americans in higher education and to the historically Black colleges and universities. In addition to requesting an extension of the life of the Committee to afford it two full years of operation and sufficient staff and financial resources to carry out its functions, the Committee forwarded recommendations on some critical issues which required its immediate input. These issues were: tuition tax credits for middle income families, the proposed Department of Education, closing application dates and regulations for the Developing Institutions Program, recognition and encouragement of the "Adams" States which are negotiating in good faith, and proposed technical amendments to the Basic Equal Opportunity Grants' regulations. Each recommendation was made against the background of the social, political, and economic factors in the Nation which impact disproportionately on Black Americans, and the unique role and contributions of the historically Black colleges and universities.

We are appreciative of the opportunity to focus national attention on the condition of higher education in the country as it affects its largest minority group, and we anticipate that our final report and recommendations will greatly assist the Federal government in initiating and continuing those policies and programs which will contribute to improved higher education opportunities for Black Americans and the enhancement of the historically Black colleges and universities.

Sincerely,

Elias Blake, Jr.
Chair

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

June 30, 1979

Honorable Thomas P. O'Neill, Jr.
Speaker of the House of Representatives
Washington, D.C.

Dear Mr. Speaker:

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Elias Blake, Jr.
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WASHINGTON, D.C. 20202

June 30, 1979

Honorable Joseph Califano, Jr.
Secretary
Department of Health, Education, and Welfare
Washington, D.C.

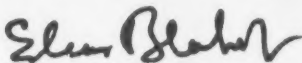
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Elias Blake, Jr.
Chair



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OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

June 30, 1979

Dr. Mary F. Berry
Assistant Secretary for Education
Department of Health, Education, and Welfare
Washington, D.C.

Dear Dr. Berry:

I have the honor to transmit to you the Second Annual Report of the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

During the 1978 calendar year, the Committee addressed a number of issues related to Black Americans in higher education and to the historically Black colleges and universities. In addition to requesting an extension of the life of the Committee to afford it two full years of operation and sufficient staff and financial resources to carry out its functions, the Committee forwarded recommendations on some critical issues which required its immediate input. These issues were: tuition tax credits for middle income families, the proposed Department of Education, closing application dates and regulations for the Developing Institutions Program, recognition and encouragement of the "Adams" States which are negotiating in good faith, and proposed technical amendments to the Basic Equal Opportunity Grants' regulations. Each recommendation was made against the background of the social, political, and economic factors in the Nation which impact disproportionately on Black Americans, and the unique role and contributions of the historically Black colleges and universities.

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Elias Blake, Jr.
Elias Blake, Jr.
Chair



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

June 30, 1979

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U.S. Commissioner of Education
U.S. Office of Education
Washington, D.C.

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Sincerely,

Elias Blake, Jr.
Elias Blake, Jr.
Chair

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OFFICE OF THE PRESIDENT
TUSKEGEE INSTITUTE
ALABAMA

July 13, 1979

Mr. James Pickman
Acting Principal Executive
Deputy Commissioner
U. S. Office of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Pickman:

I have just received the very distressing information that the research/clerical staff of the National Advisory Committee on Black Higher Education and Black Colleges and Universities (NACBHEBCU) will be decimated very shortly by the loss of several key staff personnel.

As a member of that Committee, I have been gravely concerned that the important work undertaken by the Committee--at considerable personal sacrifice in time, travel inconvenience, and disruption to our already full professional schedules--has been stymied often by the casual and often nearly non-existent support of its work by the USOE.

I very much hope that this crisis situation can be resolved, and I thank you in advance for whatever you can do to help. I assure you this is an important program that deserves positive attention.

Kind regards.

Sincerely yours,



L. H. Foster
President

LHF:hp

bcc: Dr. Elias Blake
Ms. Carol Smith ✓

Westinghouse Electric Fund

Westinghouse Building
Gateway Center
Pittsburgh Pennsylvania 15222

July 16, 1979

Doctor Mary S. Berry
Acting U.S. Commissioner of Education
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

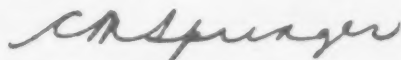
Dear Doctor Berry:

I am a member of the National Advisory Committee on Black Higher Education and Black Colleges and Universities. It is important that I bring to your attention the fact that the staff is an outstanding complement of talented professionals.

I understand that there is a possibility that we may be losing some of these experienced staff members at a time when the Committee and its work is accelerating. We are, at this moment, in the process of completing our plan of action, a most critical component of our deliberations. We, therefore cannot afford to lose any of our staff.

It would be appreciated if you would support our effort to retain the staff that we have. Should you have any questions, just call me at (412) 255-3017. Many thanks!

Sincerely,



C. M. Springer
Executive Director

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UNIVERSITY OF ILLINOIS AT CHICAGO CIRCLE

EDUCATIONAL ASSISTANCE PROGRAM

BOX 4348, CHICAGO, ILLINOIS 60680

TELEPHONE: 996-5040

July 23, 1979

WICE

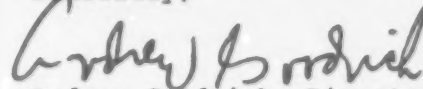
Dr. Mary F. Berry
Assistant Secretary for Education
U.S. Department of Health,
Education and Welfare
200 Independence Avenue S.W.
Room 309-G
Washington, D.C. 20202

Dear Dr. Berry,

I write you as a member of the National Advisory Committee on Blacks in Higher Education and Black Colleges and Universities in strong support of a request for making the necessary funds available for maintaining the present level of committee staff support. The important work of the Committee cannot possibly be sustained and maintained at the level and quality needed to complete its charge as outlined by Secretary Califano if those currently performing the administrative, research, and support functions are curtailed.

Thank you for your immediate attention and response to this important matter.

Sincerely,



Andrew Goodrich, Director
Educational Assistance Program

Member; Commission on Blacks in
Higher Education and Black
Colleges and Universities

AG/mj

cc: Elias Blake ✓
Carol Smith ✓



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

August 30, 1979

Honorable Patricia R. Harris
Secretary
Department of Health, Education,
& Welfare
Washington, D.C. 20201

Dear Ms. Harris:

Congratulations on your appointment as Secretary of the Department of Health, Education, and Welfare.

I am writing you on behalf of the National Advisory Committee on Black Higher Education and Black Colleges and Universities to request an extension beyond December 22, 1979.

Although the Committee was established in December 1976, the Notice of Establishment was not published in the Federal Register until June 21, 1977, and the initial meeting was held in September 1977, nine months after it was established for a period of two years.

At our second meeting, it became obvious that it would be impossible for the Committee to responsibly address its functions, as enumerated in the Charter within such a short time frame. Hence, in February of 1978 we recommended to Secretary Califano that the Committee's Charter be extended to allow for the full two years of operation, with appropriate personnel and financial resources. By the end of 1978, we received a commitment for full staffing and requested financial resources, as well as an extension of the Charter through December 22, 1979. Although yet another year had elapsed without resources, this was a step in the right direction.

The Committee has assumed its responsibilities, albeit under less than propitious circumstances. It moved to assess its charge and developed a Plan of Action for carrying out its assigned mission. We folded the twelve (12) Charter areas into five (5)



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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NATIONAL ADVISORY COMMITTEE ON
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August 30, 1979

major groups and we are proceeding to produce major research reports for each group. The last report will include the "25-Year Plan for increasing the quality of Black higher education and the numbers of Black Americans able to participate more fully in American society because they have successfully completed such education," as called for by the Charter. We have published the first Annual Report, "Higher Education Equity: The Crisis of Appearance Versus Reality." The second Committee report, "Access of Black Americans to Higher Education: How Open is the Door?" has received wide acclaim. Our third report, "Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education," is being edited for printing.

In addition to formal publications, we have made a number of recommendations to appropriate HEW Officials on programs and policies which impact Black Americans.

With the committee ending in just under 120 days, it will be impossible to do the two reports well, out of which would come our most significant contributions. First, the synthesis report which would summarize all of the work we have done and lay out well due comprehensive recommendations about federal policy and the higher education of Black Americans. To do a first-rate job is simply impossible when one is completing reports and trying to synthesize at the same time.

Second, a future oriented work that tries to lay out benchmarks for the future in terms of Blacks and higher education and some strategies which will be necessary to achieve those benchmarks. Such a work, well done, would be a reference work for years to come in evaluating where we are in our struggle for equity in higher education. To this date, there are not even detailed educational enrollment projections for Blacks over the next fifteen to twenty years.

By December 22, a bad job on two very important subjects is about all that can be done.

Further, the Committee staff has served as a research resource for the White House staff assigned to carry out the President's Directive requesting department and agency heads to explore ways to strengthen the historically Black Colleges. It appears to us



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August 30, 1979

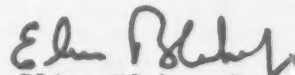
that if the Committee is not extended, there will be a void in the research, and interpretation of this research, which supports both the President's goal and the goals of many of the bureaus and divisions within OE and DHEW.

In reviewing the chronology of the establishment and activities of the Committee, we came to the conclusion that it would be highly appropriate to request an extension of the Committee's Charter to allow for a fuller and more complete response to its assigned mission.

We would be pleased to discuss this matter with you if you desire additional information.

In view of the imminent end of the life of the Committee an early response would be appreciated, so that we may plan accordingly and avoid losing our small, but excellent, staff. We have two (2) remaining meetings scheduled, September 10-11, and December 17-18, 1979. Both will be held in Washington. If your calendar allows, we would be pleased for you to join us for a brief discussion.

Sincerely,


Elias Blake, Jr.
Chairperson

/ghm

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September 10, 1979

Honorable Patricia Roberts Harris
Secretary
Department of Health, Education, and Welfare
Washington, D.C. 20201

Dear Ms. Harris:

On behalf of the National Advisory Committee on Black Higher Education and Black Colleges and Universities, I am pleased to submit an interim report on the status of Blacks in higher education, Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education.

This report emanates from concerns relating to the preservation of diversity in American higher education--a diversity which guarantees maximum access and options for all Americans. Historically Black colleges and universities have served as facilitators for equal educational opportunity in the past and continue that role today. The Committee feels that this role is of supreme importance to national priorities of universal access, and to the aspirations and goals of many low-income and disadvantaged students. With this in mind, recommendations for support and enhancement of these institutions are included along with appropriate measures and interventions for the Federal government.

We are grateful for the opportunity to stimulate national attention on the improvement of higher educational opportunities for Black Americans. It is our expectation that this report and recommendations will assist the Federal government in initiating and continuing those efforts for achieving this end.

Sincerely

Elias Blake, Jr.
Elias Blake, Jr.
Chairperson



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September 10, 1979

Honorable Mary Berry
Assistant Secretary for Education
Department of Health, Education, and Welfare
Washington, D.C.

Dear Dr. Berry:

On behalf of the National Advisory Committee on Black Higher Education and Black Colleges and Universities, I am pleased to submit an interim report on the status of Blacks in higher education, Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education.

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Chairperson



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September 10, 1979

Commissioner of Education
U.S. Office of Education
Washington, D.C. 20202

Dear Commissioner:

On behalf of the National Advisory Committee on Black Higher Education and Black Colleges and Universities, I am pleased to submit an interim report on the status of Blacks in higher education, Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education.

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SEP 26 1979

Dr. Mary F. Berry
Assistant Secretary for Education
U.S. Department of Health, Education, & Welfare
Washington, D. C. 20201

Dear Dr. Berry:

Thank you for taking the time out of your busy schedule to meet with our Committee. Your attendance at our meetings is always a high point in the proceedings because of the message you bring and your great sensitivity to our mutual concerns-- the achieving of equity for Black Americans in higher education and enhancement of the historically Black colleges and universities.

We were especially pleased to hear of your initiative in establishing the new office to be headed by Meldon Hollis which will be assisting in carrying out the President's Directive on Black Colleges. We feel that this is an excellent move to provide some real thrust for this initiative.

Also, on behalf of the entire Committee, I want to express our appreciation for the assistance you have rendered in providing additional resources for the Committee. The added staff, equipment, and training in the use of special typing machines will go a long way in enabling the staff to undertake the tremendous tasks which the Committee has directed them to carry out within a very short time frame.

As you tour the historically Black colleges and universities over the coming months, I feel certain that you will note that the reports and recommendations emanating from this Committee are especially on target. We have done all in our power to responsibly address each of the issues in the Charter, often with extremely limited resources, and I know that you have already noted that the facts and unique perspectives which we have presented have not been readily available to the education community or to the general public.

In the course of your remarks to the Committee, you posed several questions, the answers to which would assist you in making recommendations on the future of education advisory committees in general and for the future of this Committee in particular. Discussion of your questions ensued immediately. Using the transcript of these discussions and conferring with the few absent members via telephone, I have attempted here to synthesize the members' views and to present responses representative of the entire Committee.

1. Should the Committee's Charter be extended?

We feel that the Committee's Charter should be extended to complete the work begun by the current body and to oversee the implementation of our recommendations.

The Committee feels that Black Americans have been plagued by commitments which dissolved before substantive results were achieved and that national foci on problems unique to Blacks never last long enough on a consistent basis to achieve meaningful effects.

Black people, because of their color and past condition of servitude, have a special history and special needs which require special attention and solutions. The more than 102 historically Black colleges and universities represent an "in place" National resource that is well documented. However, without concerted efforts to keep the contributions and needs of these institutions before the Nation, their ability to exist is likely to diminish and thereby affect the access of large numbers of Black students to a higher education.

The Committee is needed to continue to address the critical and contemporary issues that impact upon the access and retention of Blacks at the undergraduate, graduate, and professional levels.

The lack of Black representation on governing boards, faculties, and administrative staffs of non-Black institutions is a problem for society in general and for academia in particular which the Committee needs to focus on and monitor.

The work of this Committee has uncovered a serious series of weaknesses in the patterns of access and retention of Black Americans in higher education.

Since the Administration requested high level, long range policy recommendations and a "25 - Year Plan for increasing the quality of Black higher education and the numbers of Black Americans able to participate more fully in American society because they have successfully completed such education" (Committee Charter function #11), then the Committee should exist as long as necessary to monitor its recommendations to fruition.

2. Should a National Advisory Committee on Minority Higher Education and Minority Colleges and Universities be established to serve the concerns of all the Nation's minorities? If "yes", define what should be included and the composition of the Committee; if "no", what policy response should the Department give to requests from other groups for a Committee in view of the President's firm commitment to the non proliferation of Advisory Committees?

The Committee feels that the continuation of this Committee as currently established is necessary to indicate the extent to which the Nation is concerned about the situation of Black Americans. Public policy should support such a Committee to carry out the provisions of the 13th, 14th, & 15th Amendments of the Constitution. If this country is going to honor the promise made in those provisions, it seems that it must give special attention to the situation of Blacks. The pervading purpose of these amendments was to redress the grievances of Black Americans who previously were denied all civil and human rights and the Nation has a long way to go to eradicate the vestiges of slavery.

One of the major problems facing those who are in the business of counselling, motivating, inspiring, and teaching Black Americans is that of making them feel that this Nation is truly concerned with fostering improvements in their condition.

We feel that whereas the status of other minorities in higher education warrants consideration, it in no way compares with the problems faced by Blacks. Problems, issues, and geographic distribution are so sharply different for Black Americans, as opposed to Hispanic and Asian Americans that there is a strong likelihood that a Committee on Minorities in Higher Education and Minority Colleges and Universities would become an ineffective group in working through problems and priorities and in coming to agreement on relative emphases on Black American versus Hispanic or Asian American problems.

We have felt that our Committee has become an increasingly effective mechanism in having indirect impact in and out of government spheres-- an impact that is still growing-- and it would seem particularly unwise to change all of that into a structure of uncertain effectiveness.

As a result of the special things done to Blacks in the past and present through political, social and economic systems, they suffer very special problems that require special efforts to resolve. No other racial or ethnic group in the Nation has had imposed upon them, to the extent that Blacks have, color related handicaps and limitations. Therefore, resolving the problems of Blacks in higher education, including the historically Black colleges and universities, requires a special understanding and sensitivity of their unique history of deprivation.

When the question was raised, "Can such an understanding surface and stimulate positive action in a substantive way to work on the special problems of Blacks in a Committee structured to represent all minorities?" - the Committee's answer was, not likely .

We foresee a spate of problems associated with higher education which will accompany Black Americans as far into the future as can be telescoped. Among them are - poor elementary and secondary level preparation; relationship of student financial aid policies which affect access and retention at undergraduate, graduate, and professional levels; underrepresentation in a host of academic fields; absence of adequate representation of Black faculty and administrators in non-HBC institutions; and underrepresentation of Blacks on governing boards.

We feel we have not even scratched the surface in this Committee, and we need to be about the business of building along the thin foundation already laid in the short time we have been in business and should be able to continue the work already begun because so much is yet to be addressed.

In light of the above, it would appear that a Committee as currently constituted and chartered should be an ongoing body as long as the need exists to achieve equity for Black Americans.

At some point in the future there might well be a "minority group Committee" which could adequately address the higher education needs of Black Americans, but probably not in the foreseeable future.

3. Do the functions of this Committee overlap somewhat with those for the Advisory Council on Developing Institutions?

The Advisory Council on Developing Institutions is charged with identifying developing institutions and establishing the priorities and criteria to be used in making grants under Title III of HEA. To the extent that virtually every HBC qualifies as a developing institution under the current program regulations, there is an overlap in the concern for this group of colleges. However, since the Title III Council must concern itself with all institutions which are "struggling for survival and isolated from the main currents of academic life," it is highly improbable that it could concern itself very keenly with those issues pertaining to a subset of institutions which is trying to work their way out of special crises created by National, State, and local actions. Further, the Adams case presents Black colleges with another critical circumstance to which they must respond. We take the view that the nature of the response requires supportive elements which are best provided through an advisory group whose focus is directed on those institutions.

Since Black colleges are expected not only to maintain and elevate their status as developing institutions, but to also meet the financial, staffing, and technological demands to compete with institutions which were spared their unique history, there is a need to constantly monitor their progress and to interpret their history in the light of contemporary Federal policies as they impact on these institutions.

Further, a Title III Council is not likely to concern itself with issues pertaining to Blacks in non-developing institutions, such as access, retention, employment, research opportunities, etc.

More importantly, legislation limits membership on the Title III Council to nine members. These positions are all filled by persons who have several more years to serve and who were appointed because of the advice they could render to the developing institutions program.

In summary it would seem that before a decision is made to alter or to de-activate this Committee by deliberate action or attrition, the following should be done:

1. As assessment to determine the extent to which this Committee has been productive in executing its functions or mandate.

2. Determine whether or not there are issues and problems which still require the attention of a committee such as this one.

Because we had less than a full year with personnel and financial resources to carry out our assignment (which was slated to be performed in a short span of only two years), there are several areas of the Charter which cannot be addressed well or at all in the less than three months of our remaining existence. For example, we are in the midst of preparing a source book on Black higher education and on Black colleges and universities which hopefully will be of great value to the liaison persons in major Federal agencies charged to carry out the President's directive.

I hope that we have fully responded to your query. If more information is needed, please do not hesitate to let us know.

Sincerely,

Elias Blake, Jr. /s

Elias Blake, Jr.
Chairperson



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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WASHINGTON, D.C. 20202

November 1, 1979

Honorable Patricia Roberts Harris
Secretary
Department of Health, Education, and Welfare
Washington, D.C. 20201

Dear Ms. Harris:

On behalf of the National Advisory Committee on Black Higher Education and Black Colleges and Universities, I am pleased to submit an interim report on the status of Blacks in higher education, The Black Educational Policy Researcher: An Untapped National Resource.

This report emanates from the Committee's concerns about the paucity of research and scholarship by Blacks on questions of educational policy related to Blacks in America. It is this Committee's position that if decision-makers are to increase educational opportunities for Blacks, then the work of Black researchers and scholars on the problems of Blacks must be stimulated and encouraged. In this context, this report sets forth reasons for the paucity of research and scholarship, recommends remedies to the problem, and suggests ways and means for disseminating the results at the local, State, and Federal levels.

We are grateful for the opportunity to stimulate national attention to the issues that impede the improvement of higher educational opportunities for Black Americans. It is our expectation that this report and the concluding recommendations will assist the Federal government in initiating and continuing efforts for achieving this end.

Sincerely,

Elias Blake, Jr.
Chairperson



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November 1, 1979

Honorable Mary F. Berry
Assistant Secretary for Education
Department of Health, Education, and Welfare
Washington, D.C. 20201

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Chairperson

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November 5, 1979

Dr. Mary F. Berry
Assistant Secretary for Education
Department of Health, Education, and Welfare
Washington, D.C. 20201

Dear Dr. Berry:

In April of this year, the National Advisory Committee on Black Higher Education and Black Colleges and Universities forwarded its recommendations on how selected Titles of the Higher Education Act of 1965, as amended, should look if reauthorized. These recommendations were based on a careful review of the present Act with an eye toward changes which would enhance the participation of Blacks in higher education and the Black colleges and universities.

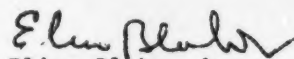
Since that time, the Administration has sent forward its recommendations on the reauthorization and both the House and the Senate have presented bills, the Ford-Buchanan Bill and the Kennedy-Bellmon Bill, respectively.

Because there will be many discussions held and compromises made prior to the time when these various bills become one Act, the Committee is forwarding the attached discussion of some of the unresolved issues with an indication of the Committee's viewpoints on each.

It is hoped that this position paper will enable you to have a clearer sense of how the National Advisory Committee views each of the proposals which are floating and will provide a more pertinent stand on some of the specific issues which may or may not have been addressed in the original package of reauthorization recommendations that we sent forth in April.

In accordance with its mandate, the Committee will continue to keep you abreast of its thinking on matters of importance to the higher education of Black Americans and Black colleges and universities. If you should have any questions, please feel free to call me.

Sincerely,


Elias Blake, Jr.
Chair

Enclosure

RECOMMENDATIONS OF NATIONAL ADVISORY COMMITTEE ON BLACK HIGHER EDUCATION AND BLACK COLLEGES AND UNIVERSITIES ON SELECTED
ISSUES RELATING TO THE REAUTHORIZATION OF THE HIGHER EDUCATION ACT OF 1965, AS AMENDED

Title Issue

Committee Recommendation

I. TITLE IV - STUDENT FINANCIAL ASSISTANCE

A. College Work-Study - Lowering of Minimum Wage

A. Since the Committee would be in favor of measures to increase the number of low-income students able to enroll in college because of the availability of financial aid, this provision might seem, on the surface, to be a good one. However, if by lowering the wage you have a higher degree of unmet need, then you are back to making up this difference through other aid programs or the student will be caught with a smaller amount of funds and might potentially be unable to meet the rest of his/her expenses. Therefore, it would be best to keep the minimum wage for students in the College Work-Study Program the same as that for the rest of the Nation.

B. Loans

1. Interest Rates

B.1. The Committee has recommended keeping the interest rates as low as possible. While it recognizes the rationale that raising the rates would make more money available, it is more important to low-income and minority students that the discriminatory banking practices be addressed. In the past, even when money was available under the current interest rates, many minority and low-income students were denied loans because they had no family "history" with the bank.

In addition, the accrual of interest while the student is in school will add to the loan burden and should be minimized wherever possible.

2. Repayment and Consolidation

2. The Committee has recommended and continues to feel that there should be a consolidation of all loans made by students while in school. This measure could prevent duplication of collection efforts as well as provide the student with one manageable monthly payment. The length of time to repay loans should be extended and a "grace period" should be maintained. As with the current mortgage trends, a graduated repayment schedule option is a must and would enable students to make smaller payments in their first few years out of college when their income is expected to be the lowest. Absolutely essential is the hardship waiver in light of potential periods of unemployment in a labor force where the "last hired is the first fired".

2. Repayment and Consolidation(continued)

3. Loan Assurance

4. Family Contribution

C. BEOG's

1. Appropriations

2. Ceiling

3. Half-cost provision

4. Inclusion of part-time students

D. TRIO program

There should be a cancellation of loans upon death and total disability and further study should be made to earmark areas of public service (which are in the national interest) where partial loan cancellations might apply.

3. The Federal government should assume primary responsibility for the availability of loan capital to all eligible students. The States can also play a more active role in securing loans.

4. The needs analysis formula to determine family and student contributions should emphasize greater protection for the low-income student. Provisions to provide federal guaranteed loans to parents should be pushed as should regulations which would prevent banks from discriminatory practices which have denied loans to low-income and minority families in the past.

C.1. Regardless of changes in the other provisions, the level of support for the BEOG program has never been adequate to meet the need. The Committee recommends increasing the appropriations to serve a larger number of needy students and that need be the primary criteria used in distributing the funds.

2. The Committee is in favor of raising the BEOG ceiling. This can be done in a series of automatic increases each year.

3. The BEOG program has provided for more access than choice for minority/low-income students. To enable more low-income students to attend higher cost, more prestigious institutions, the half-cost provision should be raised. Also, the SEOG ceiling should be changed to permit the award of grants of 60% of need not met by BEOG's.

4. The Committee would favor keeping the stipulation of the present law regarding less than full-time students with no further allowances provided.

D. The Committee recommends keeping the criteria for participation in the TRIO programs at a level where the largest number of students from minority and low-income groups can participate.

II. TITLE III - STRENGTHENING DEVELOPING INSTITUTIONS

A. Eligibility

A. The Committee has recommended that eligibility be limited to institutions with high percentages of low-income minority students, with special consideration given to the historically Black colleges and universities.

B. Set-aside for community colleges

B. The Committee has recommended that the no funds be set aside in the Title III program for community colleges but rather that these colleges be given assistance under Title X.

However, since all others have recommended deleting Title X and because the Committee recognizes the unlikelihood of removing the set aside from Title III, it would advocate making 24% the ceiling rather than a floor.

C. "Up and Out" Provisions

C. In that there is an ongoing need for institutional funding of the historically Black colleges given past inequities in the support of these institutions, the Committee recommends that these institutions be eligible for as long as the need persists.

D. Challenge grants

D. The Committee favors exploring options which would reduce the Title III dependency of the historically Black colleges. As recommended before, the Committee favors the use of Title III funds for the establishment of one time endowments as well as for engaging in fund raising activities. Any provision for challenge grants should speak specifically to these options. Any provision for State maintenance of effort should consider the historical inequities suffered by the historically Black colleges at the hands of these same State governments that are being considered to continue support.

E. Authorization Level

E. The Committee has recommended setting the authorization level at \$250 million.

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III. TITLE IX - GRADUATE/PROFESSIONAL PROGRAMS

III. Overall, the Committee goes along with the Administration's recommendations on Title IX, specifically to keep the special focus on the GPOP program to minorities in underrepresented fields. It also recommends raising the appropriations level to \$15 million.



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November 5, 1979

Dr. Mary F. Berry
Assistant Secretary for Education
Department of Health, Education, and Welfare
Washington, D.C. 20201

Dear Dr. Berry:

In April 1978, the National Advisory Committee sent a letter to former HEW Secretary Califano supporting the idea of a Department of Education "only if it is strong enough to advance equal opportunity in a more comprehensive and effective way than is currently the case in the widely dispersed Federal education programs". Since that letter was sent there have been numerous proposals set forth on the structure of such a Department and we have reviewed the proposed organizational chart and summary of the Act which was circulated after passage of the bill.

The Committee is still concerned about the manner in which equal educational opportunity will be advanced. Over the length of this Committee's existence, numerous roadblocks have been encountered as we attempted to do our work. These roadblocks stemmed from a lack of coordination and interest within and among the Office of Education programs and not necessarily as a result of fragmentation, duplication, and inconsistency of programs and policies across various Federal agencies.

Therefore, it is important to the needs of Black higher education and Black colleges and universities that there exist, within this new Department of Education, a working policy analysis unit related to educational issues of concern to Black Americans and Black colleges and universities.

The National Center for Education Statistics, a unit within the current Department which is supposed to collect and disseminate meaningful information and data on the status of education, has paid much attention to issues relating to higher education generally and has recently issued a series of reports on the participation of women in higher education. Very recently, NCES issued a report on traditionally Black institutions which was an interesting informational piece on the names, locations, presidents of the colleges with a very minimum amount of data analysis, most of which do not speak to any policy issues. The Office for Civil Rights, on the other hand, provides some data analysis but falls short in doing the most comprehensive job in providing information simply because, as they constantly remind us, they are a compliance/enforcement office and not an informational one. Therefore, there is a serious void in the present Department that we would not like to see carried over to the new one.

Page 2 - Letter to Dr. Berry

The staff of the National Advisory Committee spent an inordinate amount of time compiling data on Blacks in higher education and on Black colleges which could easily be generated on a regular basis by the HEW/NCES computer personnel were there interest in the issues that these data explore. Some people still express the belief that data are not available on certain issues related to Black higher education. However, our experience indicates that the raw data do exist, but there is insufficient attention to the pertinent issues.

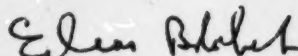
As the structure of the new Department gets solidified, the National Advisory Committee would recommend the following:

That within the new Department, there should be an Office of Policy Analysis and Development Related to the Education of Black Americans.

This office could be one unit which is placed in the Office of the Secretary or could be individual offices within the office of each of the Assistant Secretaries, with a Coordinating Function at the level of the Secretary. It is anticipated that such an office would be an active participator in determining the data collected by other units within the Department (as well as being a resource for advice to those Federal agencies outside of the Department which collect education-related data) so that their data needs could be incorporated in existing surveys and thereby prevent "increased federal paperwork". The analysis performed on the data collected within the Department would, however, be done within this special office and it would have the requisite support personnel and budget to accomplish its charge.

As plans are being made for the structure of the new Department of Education- it is hoped that you will consider this recommendation and work toward its implementation. As always, we are available to provide any assistance that you may deem appropriate and hope to receive a positive response to filling the gaps which currently exist.

Sincerely,



Elias Blake, Jr.
Chairman



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

PROCLAMATION

The National Advisory Committee on Black Higher Education and Black Colleges and Universities acknowledges with pride and proclaims for community acclamation the leadership, expertise, and professional activities of

Dr. Mary F. Berry

in fostering the development and accomplishments of the National Advisory Committee on Black Higher Education and Black Colleges and Universities. This proclamation focuses special attention and gratitude on these actions:

- o For the sensitive understanding that financial and personnel resources were necessary for this Committee to fulfill its mission.
- o For the forcefulness with which she reported to the Secretary of Health, Education, and Welfare the output and accomplishments of this Committee with respect to the meaning of access and the necessity for creating a cadre of Black professionals.
- o For her vigorous efforts to enlighten the nation on the contributions of the historically Black Colleges and the necessity for their continuity and enhancement.
- o For helping to articulate the need, recognized by President Carter in the issuance of the Presidential Directive on Black Colleges, which ushered in a new era for the historically Black colleges.
- o For her efforts in putting the matters of higher education equity as a high priority on her list of mandates.

We recognize with high commendation that Dr. Mary F. Berry has helped to change the course of history of higher education for Black Americans through her position as the outstanding Department of Health, Education, and Welfare Assistant Secretary for Education, 1977 - 1979.

Dr. Elias Blake, Jr.
Chair *Elias Blake*
December 18, 1979

APPENDIX G-2

Correspondence to Committee from HEW
and Office of Education

Appendix G-2

<u>Date</u>	<u>From</u>	<u>Subject</u>
05/14/79	Dr. Ernest L. Boyer	Acknowledged receipt of the Committee's recommendations for the reauthorization of the Higher Education Act. Commissioner Boyer welcomed the Committee's viewpoint on matters related to Title III, the Special Programs, and Student Financial Assistance.
06/27/79	Mr. James Pickman to Dr. Alfred L. Moyé	Mr. Pickman informed Dr. Moyé that he had reviewed his request for a waiver of the May 31 deadline for submission of contract work statements and asked that he endeavor to expedite the paperwork necessary to process the Committee's contracts.
06/28/79	Mr. James Pickman to Dr. Alfred L. Moyé	Authorized a number of personnel actions to retention or hiring staff for the Committee.
07/16/79	Mr. James Pickman	Waived the May 31 deadline for submission of contract work statements.
07/30/79	Honorable Joseph Califano, Jr.	Response to Committee correspondence of July 19 informing him of the resolution on predominantly Black colleges and the Reauthorization of Title III of the Higher Education Act of 1965 adopted by the Committee at its meeting on June 4, 1979, at Tuskegee Institute, Alabama. Secretary Califano emphasized the role of the President's Black College Directive in the development of Black colleges and universities and the efforts being taken by HEW to implement the initiative. Secretary Califano also encouraged the Committee to submit comments regarding Title III and other parts of the Higher Education Act.
08/20/79	Dr. Mary F. Berry	Acknowledged receipt of July 16 correspondence from C. M. Springer urging retention of Committee staff and stated that steps were being taken to provide the Committee with sufficient personnel.
09/10/79	Mr. James Pickman	Acknowledged receipt of July 19 correspondence regarding Committee staffing problems, detailed steps already taken to alleviate the problems, and expressed the highest regard for the Committee's efforts.

<u>Date</u>	<u>From</u>	<u>Subject</u>
10/17/79	Honorable Patricia R. Harris	Letter of thanks in response to the Committee's letter of congratulations on her appointment as Secretary of the Department of Health, Education, and Welfare. Secretary Harris stated that she would be taking a careful look at the work of the Committee.
11/26/79	Dr. Mary F. Berry	Acknowledged receipt of Committee correspondence of November 5 proposing a policy analysis unit located within the new Department. Dr. Berry stated that she had shared her concerns about Black colleges with the Secretary-designate.
12/11/79	Honorable Patricia R. Harris	Notice of Renewal of National Advisory Committee on Black Higher Education and Black Colleges and Universities until June 30, 1980.



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

MAY 14 1970

Dr. Elias Blake
Chairman, National Advisory
Committee on Black Higher Education
and Black Colleges and Universities
Office of the President
Clark College
Atlanta, Georgia 30314

Dear Elias:

Thank you for sending me the recommendations of the National Advisory Committee on Black Higher Education and Black Colleges and Universities for the reauthorization of the Higher Education Act. The viewpoint of the Committee on matters related to Title III, the Special Programs, and Student Financial Assistance will be especially welcomed inasmuch as these programs are so important for Black access and retention in postsecondary education. I am also pleased to note that the Committee seems to emphasize technical changes in existing legislation rather than a basic rewriting of many programs.

I am sharing your recommendations with Al Moyer, Leo Kornfeld and Mike Smith.

Please express my gratitude to the other members of the Committee for this important undertaking.

Cordially,

Ernest L. Boyer
Ernest L. Boyer
U.S. Commissioner
of Education

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MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

TO : Alfred L. Moyé
Deputy Commissioner, BHCE

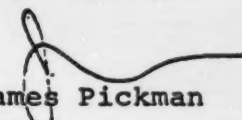
DATE: JUN 27 1979

FROM : Executive Deputy Commissioner
for Resources and Operations

SUBJECT: Request for Waiver of the May 31 Deadline for Contracts

I have reviewed your request for my approval of a waiver of the May 31 deadline for the submission of contract work statements to the Grants and Procurement Management Division and approve of it. I can appreciate some of the pressures under which the National Advisory Committee on Black Higher Education and Black Colleges and Universities is currently operating.

I am, however, asking that you do everything possible to expedite the completion of the paperwork necessary to process the NACBHE contracts. GPMD's workload for the next couple of months will be tremendous and they are going to need all the cooperation we can give them.


James Pickman

cc: Carol Smith ✓
Leonard H.O. Spearman
Fred Will

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

TO : Alfred L. Moyé, Deputy Commissioner
Bureau of Continuing and Higher Education

DATE: JUN 28 1979

James Pickman *JP*
FROM : Executive Deputy Commissioner
for Resources and Operations

SUBJECT: Staffing Needs for the National Advisory Committee on
Black Higher Education and Black Colleges and Universities

In response to your recent memorandum (attached) requesting my approval of a number of personnel actions for the National Advisory Committee on Black Higher Education, I am authorizing the following:

- (1) An extension of the appointments of Ms. Jackie Meadows and Ms. Jo Ann Phillips as research assistants at a rate comparable with a GS-7 rating through December 22, 1979, the day the charter for the Committee expires.
- (2) An extension of the current detail of Ms. Charlotte Thompson from the Bureau of Student Financial Assistance through December 22, 1979.
- (3) An extension of the appointment of Ms. Linda Lambert as Senior Staff Consultant from September through December 22, 1979.
- (4) An extension of the appointment of Ms. Gloria *GL* Parker-Scott as Senior Staff Consultant from August through December 22, 1979.
- (5) The hiring of one student assistant to replace the student assistant who will be leaving to attend graduate school. Due to limitations on the ceiling for other than full-time positions, I cannot raise your staffing level to permit you to fill behind an individual on a leave of absence you have granted.

I encourage you to begin the processing of the paperwork necessary to carry out the these actions..

cc: Leonard Spearman
Carol Smith ✓
Ric Wilson
Ann Bailey
Lois Hartman
Scott

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DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

JUL 16 1979

Dr. Elias Blake, Jr.
Chairman
National Advisory Committee on
Black Higher Education and
Black Colleges and Universities
Washington, D.C. 20202

Dear. Dr. Blake:

This is in response to your recent letter to me asking my support of a resolution passed at the June 4 meeting of the National Advisory Committee on Black Higher Education and Black Colleges and Universities concerning the May 31 deadline for the obligation of procurement funds.

I have carefully considered your request and believe that a waiver of the May 31 deadline for your organization is justified. My approval of your request was conveyed to Al Moye in the attached memorandum. I would like to note that my decision was made, in part, as a result of a special request by Fred Bohen, the Assistant Secretary for Management and Budget, who is especially interested in the activities which your Committee has been chartered to carry out.

I have asked the Grants and Procurement Management Division to cooperate in any way they can as you develop the documents for your procurements. Please note that they should be prepared for processing at the earliest possible date.

I wish you and the other members of the National Advisory Committee the best in the months ahead.

Sincerely,

James Pickman
Executive Deputy Commissioner
for Resources and Operations

Attachment

cc: Fred Bohen
Fred Will
Al Moye

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THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

JUL 30 1979

Dr. Elias Blake, Jr., Chairman
National Advisory Committee on
Black Higher Education and
Black Colleges and Universities
Department of Health, Education,
and Welfare
Office of Education
Washington, D.C. 20202.

Dear Dr. Blake:

Thank you for your letter informing me of the resolution adopted by the National Advisory Committee on Black Higher Education and Black Colleges and Universities at its June 4 meeting at Tuskegee Institute, Alabama. I have long been committed to the survival and enhancement of the nation's historically Black colleges and universities, and to Title III, the Developing Institutions portion, of the Higher Education Act of 1965.

The President's Black College Directive promises to further advance the development of Black higher education institutions. On June 6, 1979, Fred Bohlen, Assistant Secretary for Management and Budget, spoke before your Committee and described current HEW efforts to implement this initiative. As part of this effort, I have instructed all operating components of HEW to broaden their financial support to Black institutions, particularly in those programs where funding has been minimal. In addition, the agencies are increasing technical assistance to Black institutions, to strengthen the schools' capabilities for managing Federal funds. These new commitments, along with continuing support from Title III and Title IV (Student Aid) of the Higher Education Act, should help build the stability necessary for proper growth of Black colleges and universities.

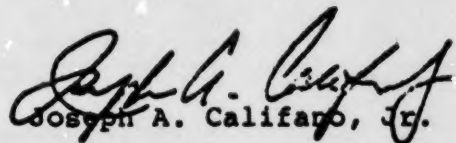
The new Title III regulations, promulgated to better define the purposes and objectives of the Developing Institutions program constitute, in my view, a major step toward the objective of the Advisory Committee's Resolution. The new regulations emphasize the Federal Government's commitment

Page 2 - Dr. Elias Blake, Jr.

to provide postsecondary educational opportunities for low income or minority students by providing institutional assistance to those colleges and universities which help carry out this objective. Since all of the 105 historically Black colleges and universities are involved in carrying out this objective, I believe they are well served by the new regulations. The new regulations and a request for a substantial increase in funding have formed the basis of our Title III reauthorization proposals. I hope that you will be supportive of the Administration's approach.

I appreciate your work as Chairman of the Advisory Committee. The Committee's report entitled "Access of Black Americans to Higher Education: How to Open the Door?" has been a valuable resource in the implementation of the President's Black College Directive. Your comments regarding Title III and other parts of the Higher Education Act are welcomed.

Sincerely,


Joseph A. Califano, Jr.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUG 20 1979

Ms. C. M. Springer
Executive Director
Westinghouse Electric Fund
Westinghouse Building
Gateway Center
Pittsburgh, Pennsylvania 15222

Dear Ms. Springer:

Thank you for your letter regarding the staff of the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

We are aware of this problem, and Deputy Commissioner Alfred L. Moya is taking steps to provide the Committee with sufficient personnel to complete its work by the December deadline.

Thank you for your interest.

Sincerely,

MARY F. BERRY

Mary F. Berry
Assistant Secretary
for Education

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

SEP 10 1979

Dr. Elias Blake, Jr.
Chairman
National Advisory Committee
on Black Higher Education
and Black Colleges and Universities
Office of Education
Washington, D.C. 20202

Dear Dr. Blake:

This is in response to your letter of July 19 in which you discuss the staffing situation relating to the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

I sincerely regret that the Committee believes that its efforts have been marred with uncertainty, lack of continuity, and lack of stability in working conditions. The Office of Education has the highest regard for the Committee's efforts to accomplish its mandates.

As you may know, my office has been working closely with Carol Smith, the Committee's staff director, and Al Moyer over the last month to resolve the staffing difficulties which the Committee has faced. Within the last few weeks, we have been able to assure the continued employment of two senior staff members, Glenda Partee-Scott and Linda Lambert. In addition, I understand that appointments for three research assistants for the Committee were confirmed late last week.

Please let me know if there are any specific problems facing the Committee which you believe I could alleviate. I would like to support you in any way that is feasible.

Sincerely,

James Pickman
Executive Deputy Commissioner
for Resources and Operations



THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

OCT 11 1979

OCT 17 1979

Dr. Elias Blake, Jr.
Chairman, National Committee
on Black Higher Education and
Black Colleges and Universities
Department of Health, Education
and Welfare
Office of Education
Washington, D.C. 20202

Dear Dr. Blake:

Thank you for your thoughtful letter and for advising me of your concern for the future of the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

While my current commitments make it impossible for me to attend the next committee meeting, I appreciate your taking the time to keep me posted on your progress. I intend to take a careful look at the work of the Committee in the near future. You may be assured that I will carefully consider your request and recommendations as we proceed.

Sincerely yours,

Patricia Roberts Harris

Patricia Roberts Harris



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE ASSISTANT SECRETARY FOR EDUCATION
WASHINGTON, D.C. 20202

NOV 26 1979

Dr. Elias Blake, Jr., Chairman
National Advisory Committee on
Black Higher Education and
Black Colleges and Universities
Office of Education
Department of Health, Education
and Welfare
Washington, D.C. 20202

Dear Dr. Blake:

I have reviewed your letter of November 5 in which you proposed a policy analysis unit located within the new Department of Education to address educational issues of concern to black Americans and black colleges and universities. I have shared with the Secretary-designate my concerns about black colleges, and I believe that your proposal is one that should receive serious consideration. I will forward your letter for her review.

Sincerely,

A handwritten signature in dark ink, appearing to be "Mary F. Berry".

Mary F. Berry
Assistant Secretary
for Education

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THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

DEC 12 1979

Notice of Renewal of National Advisory Committee on Black
Higher Education and Black Colleges and Universities

I hereby determine, after consultation with the Administrator, General Services Administration, that renewal of the National Advisory Committee on Black Higher Education and Black Colleges and Universities beyond December 22, 1979, is in the public interest in connection with the performance of duties imposed on the Department by law, that such duties can best be performed through the advice and counsel of such a group and, therefore, the committee is continued until June 30, 1980.

I further deem that it is not feasible for the Department or any of its existing committees to perform these duties, and that a satisfactory plan for appropriate balance of committee membership has been submitted.

DEC 11 1979

Date

Peter Robert Harris

Secretary



THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

DEC 12

Amendment to the Charter of the National Advisory Committee on
Black Higher Education and Black Colleges and Universities

The Duration section of the Charter is amended as follows:

Unless renewed by appropriate action prior to its expiration, the National Advisory Committee on Black Higher Education and Black Colleges and Universities shall terminate on June 30, 1980.

APPROVED:

DEC 11 1979

Date

Peter Robert Harris

Secretary

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